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ABSTRACT

The manual contains over eighty career education lesson plans which are aimed at instilling readiness for decision making in first and fifth grade students. The lessons are intended to go beyond the provision of occupational information and to focus on teaching students how to gather, evaluate, and integrate information. Lesson plans are keyed to eight decision making questions. The expected outcome of the exercises is that the child will ask himself one or more questions; for example, he may ask, "What do I like?"; "What do I want?"; and/or "When do I not have a choice?" Lesson plans are coded according to grade level of the activity, the objective it meets, and the activity itself. Several first grade lesson titles are "If I Had a Million," "Things I Like," and "Kerchiefs"; several fifth grade lesson titles are "Sports," "Music," and "Money." Objectives and procedures are included for each lesson. Some lessons employ materials (such as cartoons, etc.), and some use playlets or stories. For example, the suggested procedure in "If I Had a Million" is to have the children act out a playlet designed to lead to an awareness of preferences and a discussion of those preferences. (CSS)

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TEACHERS' MANUAL FOR CAREER EDUCATION:

INSTILLING READINESS FOR

DECISION-MAKING

LaGuardia Community College
of the City University of New York

District 30, Queens
of the New York City Board of Education

December 1, 1976

A PROJECT CONDUCTED UNDER

G00750400

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INTRODUCTION

The more than 80 lesson plans contained in this teachers' manual havebeen designed to facilitate career education in the early school grades. While these lesson plans have been developed with a particular eye on the classroom needs of elementary school students in New York City, the teaching approaches are applicable to every educational community.

A brief background on our developmental approach is in order.

After a series of meetings between the staffs of LaGuardia Community College and School District 30, Queens, it was agreed that a career education model aimed at instilling readiness for decision-making would help meet local needs. Such an approach would result in students' eventually considering a wide variety of educational and career possibilities. Widening horizons rather than "pidgeon-holing" would be the outcome of lessons built on a decision-making foundation.

Unlike many other career education programs, ours went beyond the provision of occupational information and keyed on teaching students how to gather, evaluate and integrate information. The latter approach, utilized in our program, is more likely to lead to sound decisions and more realistic planning.

It should be noted that this program is a joint enterprise of a school district and a community college. To our knowledge, this blending of resources and curriculum articulation across grade levels is unique. Clearly, the finding that such a multi-level approach can work is a concrete and significant outcome of our project.

The 1975-76 developmental phase of the project was supported by a grant from the Office of Career Education, U.S. Office of Education. In its current phase, 1976-77, a minimal level of budgetary support from the New York State Department of Education and from the U.S. Office of Career Education (as part of a federal contract recently awarded to LaGuardia) is permitting the refinement and infusion of the approaches previously developed. In short, our finding has been that after an initial investment to systematically design a career educational delivery approach, minimal funds are required to continue the infusion process.

After 15 months of program development in the midst of horrendous budgetary problems facing both the District and the College, a number of acknowledgements must be made. The members of the developmental team listed below made career education possible in Western Queens. Their creativity, commitment to quality education, and dedication to educational reform through career education merit strong commendation.

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LaGuardia Community College

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Mr. Andrew Saluga, Career Resource Aide

We also wish to express our appreciation to Mr. Grace Watson, our project officer from the U.S. Office of Career Education. Her encouragement and suggestions proved invaluable to us. The contributions of Dr. Vivienne Anderson, Assistant Commissioner, and Mr. Sam Corsi, both of the New York State Education Department are acknowledged with gratitude.

Ms. Janet Cyril, Project Associate

Dr. Irwin Feifer, Project Co-director

Dr. Jeffrey Kleinberg, Project Co-director

December 1, 1976

NOTE

All lesson plans contained in this teachers' manual have been keyed to the learner outcomes listed on the two pages that follow.

The system for encoding each lesson plan and the resultant index of objective-based instructional activities are presented immediately following the statement of learner outcomes.

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

LEARNER OUTCOMES

A. What do I like?

1. To become aware of the things I like.
2. To learn that the things I like change from time to time.
3. To learn that different people like different things.
4. To learn there is no "bad" or "good" attached to what people like.

B. What makes me like the things I do?

5. To become aware of qualities in the things that I like and dislike. (These qualities or commalities are called interests.)
6. To become aware that people influence what we like.
7. To learn that we get to like more things as we learn and do more things. (Try it, you'll like it.)

C. What do I dislike?

8. To become aware of dislikes.
9. To become aware that dislikes change.

D. What makes me dislike the things I do?

10. To become aware of disliked qualities.
11. To learn that others influence our dislikes.
12. To learn that other people are not bad if they like things we dislike or have never tried. (In general)
13. To learn that we are not "bad" if we like things others dislike or have never tried.
14. To learn to continue to enjoy what you like even though other people have differing likes.
15. To learn that we dislike things without ever having tried them. (Prejudices or biases)

E. Do I like some things better than others?

16. To learn that things are preferred when they have more preferred qualities and less disliked qualities.

F. What do I want?

17. To learn if I can't have everything I want, I must choose.
18. To learn to choose among things which are less preferred if things I like the most are not available.
19. To learn that when I have to choose, the greater the number of choices open to me, the greater are my chances of my finding something I prefer.

G. When do I not have a choice?

20. To learn there are things I must do even though I dislike them.

H. How can I obtain what I've chosen? (Short term non-voc.)

21. To learn that if you do not make your own choice then you will probably be left with something you do not prefer.
22. To learn to make your own choice even if it's different from the choice of others.
23. To learn that some waiting is involved in obtaining most things I like.
24. To learn, that in addition to choosing what I want, I must do something to obtain it.
25. To learn that there is usually more than one way to obtain what I want.
26. To learn that more alternative ways of getting what I want increases the chances of my getting it.
27. To learn to find alternate ways of getting what I want.
28. To learn to find out about each possible method (alt) for getting what I want, e.g., consequences.
29. To learn to weight pros and cons of each method before choosing one. (e.g., likes and dislikes, ability to carry out task, consequences--including risks, non-attainment, etc., duration of satisfaction)
30. To learn that sometimes we must change goals if no routes are available or if we are unable to perform required tasks.
31. To learn to assess and compare.
32. To learn that we like to work as well as play and to learn why there are kinds of work we especially like to do.

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CAREER EDUCATION PROJECT K-14

ACTIVITIES INVENTORY CODES
(FIRST GRADE)

The number code represents the grade level of the activity, the objective it meets, and the activity itself.

EXAMPLE: A) IF I HAD A MILLION labeled 1.1a

First Grade
Objective 1
Activity a (First Activity)

B) THINGS I LIKE labeled 1.1b

First Grade
Objective 1
Activity b (Second Activity)

AIC	TITLES
1.1a	IF I HAD A MILLION
1.1b	THINGS I LIKE
1.2a	KERCHIEFS
1.3a	MUSIC
1.3b	WHICH ONE?
1.4a	MUSIC
1.5a	TOYS
1.5b	QUALITIES
1.6a	FEELINGS
1.6b	TV COMMERCIALS
1.7a	SOMETHING NEW
1.8a	DISLIKES
1.9a	CHANGING

AIC	TITLES
1.10a	QUALITIES II
1.10b	I JUST DON'T LIKE THAT!
1.11a	THREE PLAYLETS
1.12a	WHAT DO YOU LIKE TO DO?
1.13a	
1.14a	
1.15a	ESKIMOS
1.16a	MY PAPER ROUTE
1.17a	TWO PESOS FOR CATALINA
1.17b	CHOOSING
1.17c	THREE WISHES
1.17d	DISAPPOINTMENT
1.17e	SAY YES!
1.17f	GUESSING GAMES
1.17g	BIRTHDAY
1.17h	DESSERTS
1.18a	A PONY FOR MY BIRTHDAY
1.19a	COLORS
1.20a	DANGER!
1.21a	BALLOONS & LOLLIPOPS

AIC	TITLES
1.22a	TEACHER'S PET
1.23a	WAITING
1.24a	PROBLEMS
1.25a	MONKEY
1.25b	A PUZZLE
1.26a	MONKEY
1.26b	THE WINNING NUMBER
1.27a	
1.28a	
1.29a	
1.30a	
1.31a	
1.32a	WORKING

LAGUARDIA COMMUNITY COLLEGE
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ACTIVITIES INVENTORY CODES
(FIFTH GRADE)

The number code represents the grade level of the activity, the objective it meets, and the activity itself.

EXAMPLE: A) IF I HAD A MILLION labeled 5.1a

Fifth Grade
Objective 1
Activity a (First Activity)

B) THINGS I LIKE labeled 5.1b

Fifth Grade
Objective 1
Activity b (Second Activity)

AIC	TITLES
5.1a	IF I HAD A MILLION
5.1b	THINGS I LIKE
5.2a	SPORTS
5.3a	MUSIC
5.4a	MUSIC
5.5a	MONEY
5.5b	SOCIAL CLUB
5.5c	GIFTS FOR HARRY
5.6a	TV SKIT/SHELF CONSTURCTION SKIT
5.6b	TV COMMERCIALS
5.7a	SOMETHING NEW
5.8a	DISLIKED
5.9a	CHANGING

AIC	TITLES
5.10a	
5.10b	I JUST DON'T LIKE THAT
5.11a	THREE PLAYLETS
5.12a	WHAT DO YOU LIKE TO DO?
5.13a	
5.14a	
5.15a	ESKIMO SEQUENCE
5.16a	MY PAPER ROUTE
5.17a	TWO PESOS FOR CATALINA
5.17b	CHOOSING
5.17c	THREE WISHES
5.17d	DISAPPOINTMENT
5.17e	SAY YES!
5.17f	GUESSING GAME
5.17g	BIRTHDAY
5.17h	DESSERTS
5.18a	A PONY FOR MY BIRTHDAY
5.18b	ANOTHER CHOICE
5.19a	COLORS
5.20a	DANGER!

AIC	TITLES
5.21a	CLASS PARTY?
5.21b	BALLOONS & LOLLIPOPS
5.22a	TEACHER'S PET
5.23a	WAITING
5.24a	PROBLEMS
5.25a	MONKEY
5.25b	A PUZZLE
5.26a	MONKEY
5.26b	THE WINNING NUMBER
5.27a	
5.28a	MONKEY
5.29a	MONKEY
5.30a	
5.?1a	
5.32a	WORKING

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

IF I HAD A MILLION

OBJECTIVE NO. 1: To become aware of the things I like

NO. 3: To learn that different people like different things.

IF I HAD A MILLION

SUGGESTED PROCEDURES

Teacher asks, "How would you like to act out a play?"* (Children love plays, love to act in them; the response will be positive and almost if not entirely unanimous.)

Teacher indicates the theme of the play (if I had a million dollars) then calls for volunteers for the different roles in the play. (There will be more volunteers than roles but the teacher may assure the class that everyone will have his chance to act in subsequent renditions of the play.)

Students act out (read) the play.

Following the reading, the teacher encourages both "actors" and rest of class to discuss the "preferences" expressed in the play. This leads directly into class expressions of its own preferences. (It might be advisable to limit the discussion to one area of preferences at a time: TV programs, sports, games, friends, food, candy, etc.)

Teacher selects a new cast for a second reading of the play, and repeats as often as demanded or desirable.

(Names and sexes of the characters of the play may be changed to meet class requirements.)

FOR FIRST GRADE CLASS, the teacher may read the entire play or one short scene at a time, subsequently, permitting the class to comment on "preferences" in each category of preference, as it is discussed by the play's characters.

FOR FIRST AND FIFTH GRADES, the teacher may lead the class in other areas of preference, as teacher or class suggest.

*First grade may use puppets as they listen to a sound tape.

IF I HAD A MILLION

(A playlet to lead to an awareness of preferences, and a discussion of those preferences)

CAST (Which may be varied, depending on class needs)

Tom

Fred

Willie

Jenny

Jimmy

Annie

Frank

Harry

Phil

Mary

Joey

Carol

SETTING

Classroom, lunchroom, school yard, anywhere a class might meet at lunchtime

TOM

(Reading from a newspaper) Look what it says here. Wins a million dollars!

FRED

Let me see! (Reads newspaper) Wins a million dollars! Wow!

JOEY

Who? (Reaching for paper) Where?

TOM

Somebody in New Jersey.

JOEY

A million dollars! You can buy a lot of things for a million dollars!

WILLIE

A house, a car, a boat.....

JIMMY

What would you do with a boat?

WILLIE

I could ride it up the river. I could ride it on a lake in the country.

FRED

Sure!

WILLIE

It doesn't have to be a big boat. It could be a small boat, a motorboat.

TOM

I'd rather have a motorcycle. Like Evel Knievel.

FRED

You can't ride a motorcycle. Why don't you buy yourself a bike, a ten-speed bike? That's what I'd buy.

JENNY

You don't need a million dollars to buy a bike.

ANNIE

You can buy a bike for a hundred dollars. A doll house. That's what I'd buy, if I had a hundred dollars.

JOHNNY

I'd buy ice-skates, if I had a hundred dollars. Go skating on the ice.

CAROL

How about skis? Then you could go skiing, like in the Olympics.

FRANK

Did you watch them on TV last night? That's what I'd like to buy. My own television set. A color TV. Then I could watch any program I wanted to watch.

HARRY

Me, too. The Flintstones. That's my favorite program.

FRANK

I like Gilligan's Island best.

MARY

I like I Dream of Jeannie better.

PHIL

You watch Jeannie. I'll watch Star Trek.

TOM

Maybe you ought to buy four televisions. Then you can watch them all.

FRED

I'd buy the Yankees, if I had a million dollars. Then I could sit right next to the manager on the bench and watch every game.

WILLIE

Why don't you buy the Mets, if you want to watch a good baseball team?

FRED

I'm a Yankee fan. That's why I'd buy the Yankees.

WILLIE

Well, I'm a Met fan, and that's why I'd buy the Mets.

JIMMY

Give me the Knicks, if you're going to buy a ball club. Or maybe the Nets.

FRANK

That's because you play basketball.

JIMMY

What's wrong with that?

FRANK

Nothing. Only, I like football better. There's more action in football.

ANNIE

You mean there's more hurting in football.

FRANK

So what? Girls play football, too.

ANNIE

I don't know any girls who play football. Do you, Mary?

MARY

No. But I know some girls who can play pretty rough.

CAROL

None of my friends.

HARRY

Your friends!

CAROL

What's the matter with my friends? Don't you like them?

HARRY

What's to like? They don't play football. They don't play basketball. They don't even play tag!

CAROL

They don't have to play anything, just so long as they're nice and friendly, like Mary and Annie.

HARRY

Nice and friendly! I'll take Tommy. He's rough and ready!

WILLIE

Rough and ready isn't everything. I like Johnny. He's smart. He's smarter than anybody.

JIMMY

Where is Johnny? He never comes out into the street. He's always studying his books or going to the library. I don't call that being a friend.

WILLIE

He's my friend and I like him.

FRANK

Better than Freddie?

WILLIE

You like Freddie because he's always giving you candy.

FRANK

What's wrong with that? Don't you like candy?

WILLIE

What kind of candy?

FRANK

Any kind.

WILLIE

No. I like some candies better than other candies.

JIMMY

Like what?

WILLIE

I don't know. I like hard candies.

MARY

I like soft candies.

CAROL

I like chewy candies.

ANNIE

I'd rather eat cake.

JENNY

Chocolate cake. That's my favorite. Chocolate cake.

HARRY

Whipped cream. I like mushy cakes with lots of whipped cream.

FRED

How about pies? What's your favorite pie?

TOM

Lemon pie. Give me a nice, big slice of lemon pie every time. That's my favorite.

FRANK

Apple pie. That's my favorite.

JIMMY

Chocolate pie. That's what I like best. Chocolate pie.

PHIL

Any pie! You're making me hungry! What have you got for lunch, Freddie?

FRED

(As everyone unwraps his sandwich) I don't know. I hope it's bologna.

WILLIE

Mine is tuna fish again. I wish my mother didn't always give me tuna.

JIMMY

I've got ham and cheese. I'll trade you, Willie.

WILLIE

Sure. I like ham and cheese better than tuna.

JIMMY

And I like tuna better than ham and cheese.

FRANK

How about peanut butter? Anyone want to trade for a peanut butter sandwich?

PHIL

I will, if you like egg salad.

FRANK

Anybody got salami? That's what I like best. Salami.

TOM

How about spaghetti and meat balls?

FRANK

Sure, but where are you going to get spaghetti and meat balls?

TOM

Home.

FRANK

That's great! Maybe you can get me a steak at home, too. Steak. Rare. That's the way I like it.

MARY

You would! I like my meat well done.

JIMMY

I like chicken better. Better than steak. Deep fried and crispy.

FRED

How about franks and beans?

CAROL

With lots of mustard.

FRED

With lots of ketchup.

ANNIE

How about fish? That's my favorite dish.

PHIL

Shark fish?

ANNIE

No! Just any fish that's fried just right, with a hot baked potato.

WILLIE

Make mine fried potatoes. French fried.

JENNY

I'll take home-fried.

HARRY

You won't get any potatoes here. What have you got to drink, Carol?

CAROL

Milk.

PHIL

Milk? Root beer! That's what I always get. My mother knows it's my favorite drink, and it's always here in my lunch-box.

ANNIE

Milk is good for you.

TOM

Sure it's good for you. But it doesn't taste as good as my coke. That's my drink. Coke.

MARY

I wish I could have a malted milk. That's my favorite.

FRED

Give me a soda any time. Any kind of soda.

JIMMY

Especially chocolate soda!

JENNY

You like anything that is chocolate.

JIMMY

That's right!

JENNY

Well, so do I!

TOM

(Picking up the newspaper again) A million dollars! That's a lot of money!

JENNY

We could buy all kinds of chocoalte things with that kind of money.

TOM

We could buy a lot of things with that kind of money.

FRED

A new baseball glove, a hundred baseball gloves.

JIMMY

A hundred basketballs.

FRANK

A thousand footballs.

WILLIE

Ice-skates, skis, fishing poles....

ANNIE

The biggest doll house in the world!

TOM

All that, and all the things you like to eat and drink.

PHIL

And television sets and boats and bikes.

HARRY

Sure. But what would you buy first?

PHIL

Maybe I'd buy a whole store full of root beer.

FRED

You wouldn't do that?

PHIL

Why not? I like root beer, I told you.

FRED

But not the first thing. There's something you like better than root beer, isn't there?

PHIL

O.K. What would I buy? What would <u>you</u> buy?

FRED

I don't know. I'd have to think about it. Even if I had only a hundred dollars, I'd have to think about it. What would you buy, Tom?

ALL

Yeah! What would you buy, Tom.

TOM

Well, let me see. I think...I think....I think...Why do you ask <u>me</u>?

HARRY

You found the million dollars.

TOM

In the paper! It isn't my million dollars. I tell you what!

ALL

What?

TOM

Let us each make a list. Write it down. Then we'll read it off to each other.

WILLIE

That'll take too long. Why don't we just say what we would buy, what we like best?

FRANK

Good idea, Willie. Why don't you start ?

WILLIE

Well.....

****

Questions appropriate to the objectives and the class level follow.

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CAREER EDUCATION PROJECT K-14

THINGS I LIKE

OBJECTIVE : To become aware of the things I like.

MATERIALS: (For 1st Grade) Cartoon Cut-outs.

PROCEDURE:

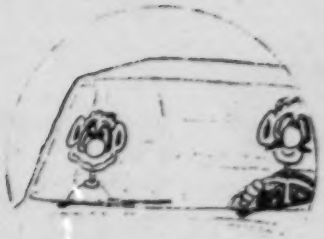
Have students color (from cartoons of activities) the things they like the best. Discuss the meaning of "like best." Put cut-outs of preferences to one side on desk.

Ask each student what he or she cut out; i.e., likes. Verbalize -- identify each chosen picture, discribe the activity in their own words.

Ask group is everybody's selection was the same -- then, Rosa's" (any student) is not the same as "Jose's." What do you think about that? Try to pick up feeling of "it's bad or wrong to like some things and not others." Emphasize: Different people like different things. Ask if they know anybody who likes "funny" (the quality for the student would be bizarre, repugnant, etc.) things. Try to get at negative (students tend to laugh at behavior which is strange to them) feelings and then ask why they think it's "bad". Show pictures of children in other lands (good for infusion approach -- social studies) engaging in play and behavior which they haven't seen.

THINGS I LIKE

Things I like



KERCHIEFS

OBJECTIVE: To learn that the things I like change from time to time.

MATERIALS: (For 1st Grade)
2 yellow kerchiefs
2 blue kerchiefs
4 red kerchiefs
Baby rattle (or picture of same)
Pictures of sledding scene
Pictures of swimming scene
Pictures of child dressed for summer weather
Pictures of child dressed for rainy weather

PROCEDURE: (For 1st Grade)

The teacher says to the class: "We're going to play a little game and to play this game you will need a kerchief."

1. Teacher gives yellow kerchiefs to two children.

2. Then the teacher reveals the blue kerchiefs and asks if "yellow" holders" would like to switch. If not, distribute blue to class. If one or both "yellows" decide to switch distribute left over yellow to class.

3. Reveal red kerchiefs and follow procedure No. 2.

4. Summarize:
   a. Ask each original child what color he/she started with--how many changes were made. List on chalkboard.
   b. Try to elicit that the things we like may change from time to time.

5. Bolster this conclusion by exhibiting a baby's rattle. Ask the children how many of you would play with this toy now? Show of hands. Elicit Objective 1.2. How many of you played with it when you were babies. Again, show of hands.

6. Exhibit a picture of people sledding. Ask how mamy like sledding. Ask "What happens if you want to go sledding in the summer time? Repeat this step with a picture of summer swimming. Elicit that preferences change with time and season.

7. Exhibit a picture of children with umbrellas and raincoats. Elicit from class when they prefer to wear such clothing. Repeat with picture of summer clothes. Preferences, it may be emphasized, change with the weather.

8. Final Summary--What have we learned today?

   Elicit that the things I like change from time to time.

   1. The color I liked changes with my feelings at the moment.

   2. The toys I liked changed with my age.

   3. The games I play change with the season.

   4. The clothes I wear change with the weather.

   Is there any other time when your preferences change?

   If the response is not immediate, the teacher may easily encourage the children to discuss other areas: such as, food, friends, relatives, etc.

   At the end of the lesson, the children will know, without any doubt, that, from time to time, there is change in things they like.

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FIRST GRADE

MUSIC

Objective No. 3: To learn that different people like different things.

Objective No. 4: To learn there is no "bad" or "good" attached to what people like.

MATERIALS: Records or tapes of the following:

1. A Country-Western song by Johnny Cash or any other of the Nashville singers;

2. A classic (a Chopin Etude, a Bach fugue, a Beethoven symphony, etc.)

3. Popular "soul" music (Aretha Franklin, Stevie Wonder, The Spinners, etc.)

DIRECTIONS

The teacher announces she/he going to play some music for the class. The teacher plays the first selection, and asks: How many liked this music? How many did not like this music? Keep a record on the chalk board of the number of hands raised. Play the other selections and ask the same questions. It isn't necessary to play each selection to the end. Time and interest should be judged by the teacher.

Then, briefly ask several individual students: Which one did you like the most (least), and why?

After the playing of the second selection (the classical music), it is likely that the difference in the taste (likes) of the children will be most marked. For the most part, the class may have had little experience with the classics and may react negatively.

Elicit from the class that the reasons for liking or disliking the music are generally involved with a matter of taste, and that different people like different music. Refer to the numbers on the chalkboard that show some children liked soul music, others liked the country-western or classical music.

Then elicit from the class that "Johnny" isn't a bad person because he does not like soul music, and,conversely, that "Mary" isn't a good person because she does. (This objective may be developed by such direct questions as: "Is Johnny a bad boy because he doesn't like this music?" and "Is Mary a good girl because she likes this music?")

WHICH ONE?

Objective No. 3: To learn that different people like different things.

Objective No. 4: To learn that there is no bad or good attached to what people like.

MATERIALS: Pictures, or drawings done by the children in advance of the lesson of the following: a busy city street, a country lane, a bus, a train, a horse, a motorcycle.

DIRECTIONS: Distribute a sheet of paper to each child, and announce that "We're going to play a little game." As the paper is distributed, the teacher writes the number 1, 2, 3 on the blackboard and divides, with a chalk mark, her board in two. She asks the children to use their pencils and paper to duplicate what she has on the blackboard.

"I'm going to show you some pictures," the teacher announces. "Then I'm going to ask you to write something on your paper. But you must keep what you have written secret, so no one else can see what you have on your paper."

(It's a game, and children, as well as adults, love games.)

The teacher then exhibits two pictures. One is the city street (to the children's left). The other is a country lane (to the children's right).

"Now where would you like to live?" asks the teacher, after she has had the children identify the contents of the picture. "Don't say it. Write it. If you prefer to live in the city, mark an X in the first column; if you like to live in the country, mark an X in the second column. This is for the line with the number 1."

This accomplished, the teacher exhibits a picture of a bus and a picture of a train; and follows the above procedure: identification of the picture; this time, which way do you like to travel (to the seashore, the mountains, a relative, camp, etc.); and this time the X is for the line numbered 2.

Follow with the third set of pictures and repeat the procedure. This time the question, after class identification of pictures, is "Which would you like to ride?"; and the X is to be marked in line number 3.

Now the teacher calls for the results which should demonstrate a considerable split in particular "likes". (If there is time, the teacher may have the class discuss

these particular "likes" but it is not necessary.)

Elicit from the class, once more, that different people like different things.

Elicit from the class, once more, (and emphasize this point) tha there is no "good" and no "bad" attached to wha people like.

ames

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TOYS

OBJECTIVE #5: What makes me like the things I like
(To become aware of the qualities in things (and people) I like.)

MATERIALS: (For 1st Grade)
(Brought to class by children, as assigned previous day or two) a favorite toy, doll, teddy bear, etc.; also, as assigned, a picture (or pictures) cut out of newspapers, magazines, etc., of something (anything) the children would like for their birthdays, Christmas, etc.
The Teacher will have on hand (but out of sight at the beginning of the lesson) a basketball, a weaving kit, a plane-making kit, a portable radio or phonograph, cut-out books, balloons.

PROCEDURE: (For 1st Grade)
LESSON #1

The Teacher will ask the children to show the favorite dolls, toys, etc. they have brought to class.

The Teacher may then ask each child to tell the class how he got the doll, toy, etc. (birthday gift from Uncle, Christmas gift from Aunt or perhaps bought by himself.)

Then the Teacher may ask each child why he/she likes the object. Is it attractive, gives pleasure, comfort, had it for a long time. It is not necessary to initially stress these qualities; they will be emphasized by repetition, as the lesson progresses. The Teacher will probably need to encourage responses, but should be able to elicit from the children if the bear, however old and battered, may be cuddly; that an old model-car, however, scarred and dented, may still roll fast, etc.

LESSON #2

Next, have the children exhibit the newspaper and magazine cut-outs they have brought to class (things they would like for their birthdays, Christmas,etc.) Elicit from the children the reasons

they like these things especially; why they want them especially. A number of other qualities which make us like the things we like will become evident to the class. In addition to "It's pretty","It's good-looking", etc., responses will likely be, "I like to make things". "I like to draw", "I like to play games", etc.

The Teacher may help the children categorize these pictures into:

1) "I like things I can play with when I am alone."
2) "I like things I can play with when I am with my friends."
3) "I like things with which I can just relax," etc.

LESSON #3

Next, the Teacher will begin to allow for comparisons to develop other qualities which make us like the things we like. "Which would you prefer: a cut-out book or a weaving set?" she may ask. The discussion should help elicit from the children that they "like things which last longer". This point may be emphasized by producing some balloons and blowing them up until they burst. (It may be developed that we like certain things, even though they do not last too long, but that last-longing is a very desirable quality. A picture of an ice cream cone will emphsize this point, particularly, if the teach elicits from the children that they try to make an ice cream cone last as long as possible.)

The Teacher may then produce a portable radio or phonograph. Everybody in the class, of course, likes having the radio or phonograph. The Teacher may elicit from the children their reasons for liking the instrument. In addition to the pleasure of listening to or singing with the music, the Teacher should get the response that the children like listening to stories. "How about a television?", the Teacher may then ask, and elicit the response that the class likes

to watch as well as hear. (Here the Teacher may develop the realization that we like things not only because of the"active" possibilities inherent in things, but also because of the "passive" possibilities for enjoyment they may provide.)

Here the Teacher my introduce elements of cost in the things we like. She may elicit from the class that not everybody has the money to buy a portable radio, not every parent has the money to provide the radio as a gift. She may ask the class whether it would like a doll, a model airplane (the less expensive item) for their birthdays, or wait, instead, a year or more for the more expensive gift. (Here the Teacher has the opportunity to develop accessibility and immediacy as quality of the things we like. There will be difference in the responses, but no doubt that availability and accessibility are very desirable qualities in the things we like.)

The Teacher may sum up, with the aid of the children, of course, the principle qualities which make us like the things we like: attractiveness (pretty, handsome, robust), longevity of the object's life, possibilities for solitary enjoyment, possibilities for social enjoyment (games, both competitive and not) and possibilities for passive enjoyment.

As an assignment, suggest the creating of a montage of things the children like.

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QUALITIES I

Objective: To become aware of qualities in people I like.

The teacher selects volunteers from the class to role-play situations which will demonstrate positive qualities in people...

Suggested positive qualities: "friendly"
"helpful"
"funny"
"sharing"

Procedure: The teacher will explain to the class that they are going to play a "guessing game" and will have to guess the [qualities] that the volunteers are acting out. The teacher takes two volunteers aside and "cues" them, telling them the quality she would like them to act out. (Note: It would be ideal if the teacher could simply tell the pupils the quality and let them deal with it as they see fit. However, if the pupils have trouble getting started, the teacher might invent a situation: (e.g. to act out "helpful", the teacher might say "Johnny, pretend you are carrying a large stack of books. Mary, you come along and see Johnny. Now act helpful.") Skit might last 1-2 minutes. Following it, the teacher asks the class what quality they think was demonstrated (e.g. by asking, "How did Mary act towards Johnny?" or a similar question.) The teacher writes responses on the chalkboard (perhaps underlining "helpful"; other responses might be "kind", "nice", etc.), then continues to the next two volunteers and next quality. When all qualities have been role-played, the teacher can lead discussion on these qualities and the people who possess them. Sample discussion questions might be:

Which of these qualities do you like? Which do you like most? Dislike?
Which of these qualities does your best friend have and show?
Can you think of people who show these qualities? (Answers might include: parents, teachers, community leaders, historical figures, T.V. characters, etc.)
Why do you like these qualities in people?

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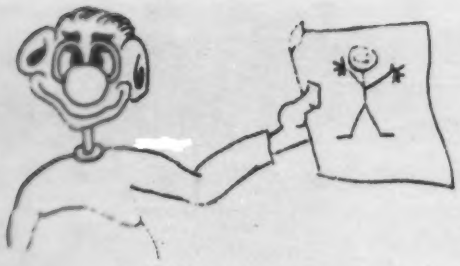
FEELINGS

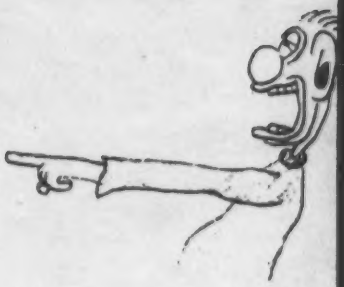
OBJECTIVE: To learn that other people influence what we like and dislike.

MATERIALS: (For 1st Grade) Cartoons

PROCEDURE: (For 1st Grade)

Distribute the cartoons to the group. Ask them to tell what's happening in the first cartoon - get at the subject being happy and satisfied with what he did. Ask students for examples from their own experience where they felt good about something they did. Then ask how the second cartoon differs from the first, making sure to emphasize that the boy and the picture he drew are the same as in the first cartoon. Ask why his expression is different (and what it means about how he feels) in the second cartoon even though the picture is the same. What seems to have changed his mind about his own picture (drawing.) Proceed in the same way through the remaining cartoons. Try to have students summarize by asking whether the boy liked his drawing in the first cartoon and what made him change his mind throughout the others. Ask why he should change his mind if he liked it himself? The Teacher should be on the alert throughout the day for situations wherein his/her students disavow their own preferences for those of others. Ask the student as soon as possible why he appeared to change his preferences.





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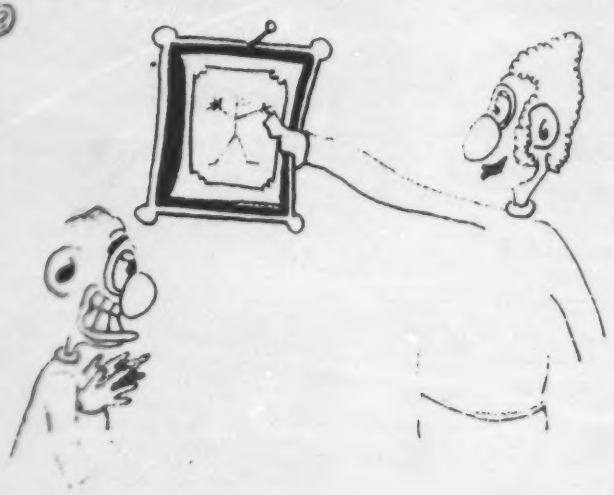

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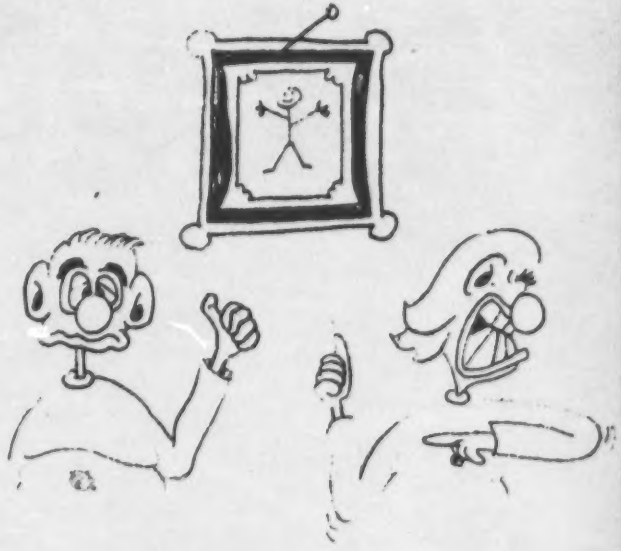

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T.V. COMMERCIALS

OBJECTIVE #6: What makes me like the things I like;
To become aware of the fact that other people may influence my liking the things I like.

MATERIALS: (For First Grade) A series of cartoons in desk size, duplicated for every child in the class.

Pictures of a variety of materials appearing on TV commercials: cereals, candy, TV dinners, cakes, soaps, deoderants, air-fresheners, etc.

The cartoons should be nine in number, though for economy, the number may be limited to seven.

1st Cartoon - a number of children on a street; one of them is hopping about on one foot, while the others either watch or ignore him/her.

2nd Cartoon - several of the children are now hopping on one foot, while more watch than ignore them.

3rd Cartoon - most children are now hopping on one foot and the others are about to join the past time.

4th Cartoon - all the children are now hopping on one foot.

5th Cartoon - all the children, except one, are hopping; the one who is not hopping is bouncing a ball.

6th Cartoon - more children are now bouncing a ball, though more are still hopping on one foot.

7th Cartoon - some children are still hopping on one foot, but most are bouncing balls.

8th Cartoon - all the children are now bouncing a ball.

9th Cartoon - all the children, except one, are bouncing balls; the one who is not bouncing a ball is jumping rope.

PROCEDURE: (For First Grade)
LESSON #1

The Teacher will exhibit one cartoon at a time, allowing the children to interpret what they see in the cartoon.

With the exhibition of the ninth cartoon, the Teacher may ask the children to surmise what would appear in the tenth, eleventh, twelfth and possibly thirteenth cartoons. (Since the repetitive nature of the sequence must be fairly obvious to the class, the Teacher should have little, if any, difficulty getting the response that eventually all the children will be jumping rope until one of the children (in the cartoons) begins another activity.

The Teacher may then ask the children to tell the story of the cartoons in their own words. There will be time for several renditions of this account from different children. Somewhere in these renditions one or more of the children is most likely to use the work "copy-cat" or some similar word or phrase, like "monkey sees, monkey does". This, of course, will bring the class to the essence of the objective of the lesson. Color the cartoons.

LESSON #2

What did we learn yesterday from the cartoons? Ask the children whether they know anyone who is always "doing what everyone else does". What did they do? One child accusing another of being a "copy-cat" will draw both a defense and a counter-attack, so that there will be an abundance of children who are called "apers"; and it should be a simple task to elicit from the class that many, if not all people, do what other people like to do. Difference between copying and changing your mind, TV makes you change your mind about what you want for breadfast.

By this time, recognizing that what they like to do is influenced frequently by others, the children will be ready to give chapter and verse on how each has been influenced in this manner. When it is good to copy, when not, when influenced, when not.

This procedure can be developed with references to mothers, fathers, big brother, big sister, other children in the classroom, with reference to gentility, kindness, punctuality, etc.

The emphasis should not be put on "good" or "bad", that these qualities should not be neglected, but rather on the main objective of the lesson; that others influence our liking the things and people we like.

Explore other areas where this influence may become more apparent to the class.

The Teacher might then ask, "How about clothes? Do we wear clothes because we see others wearing them?" We know that children, as well as adults, imitate the styles of others, and the Teacher should have no difficulty eliciting from the children that "they got their mothers to buy them the kind of hat Johnny wore","the sneakers Jerry wore","the sweater Mary wore", etc. (The Teacher, more than anyone else, is aware of this aping practice in her class, and is better capable of selecting the specific items of wear"aped".

LESSON #3

Next, the Teacher may begin to exhibit her picture which depict some of the food, candy, cakes, soaps, etc., advertised on TV, one at a time, movie ads, car ads, etc.

Ask the children how many eat the particular cereal, cup-cake, candy bar, as each item is presented to them. Ask how many insisted that their mothers, fathers, brothers, sisters, bought that particular item. The children may defend their choices of these foodstuffs and sweets, but they will affirm the conclusion that other people

had an influence on their choices.

The same procedure will evidence the influence of TV (others) in other areas of purchase: bathroom tissue, laundry soap, deoderants, toys, games, etc., etc. Again, the Teacher may elicit from the class that its likes may be very much influenced by others.

In a similar manner, the Teacher may be able to elicit from the children that most of their "likes" are influenced by "outside forces": the movies they like to see, the TV programs they like to watch, the sports they like to play, the food they like to eat, etc. How they like to behave, it may be developed too, may very well be influenced by others: in the home, on the street, in school, towards their homework, and even towards achievement.

Getting the children to talk about such items and movies should be simple enough by just asking them why they went to "this movie", why they watch a particular TV program; then asking them who suggested, who recommended them. Personal heroes, it may be demonstrated, influenced the children's likes in sports, TV and radio personalities, their likes in food. The difficulties inherent in a discussion of what outside forces helped fashion their likes in "behavior" may be circumvented by avoiding classmates' manners and habits and by referring to heroes,(ex, sports, TV, music), both past and present, and to people "at home". Certainly brothers, sisters, fathers and especially mothers influence the behavior patterns (likes and dislikes) of the children, and these influences should not be neglected in the discussion.

Finally, the Teacher may ask,"What have we learned today?"

The responses may be many, but at least one child will paraphrase the intention of the lesson, which the Teacher might repeat: We have become aware of the fact that other people, one way or another, influence our liking the things we like, as well as the things we like to do.

As an assignment, the children may be asked to complete the unfinished cartoon series, making the drawings for boxes 10, 11, and 12.

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SOMETHING NEW

OBJECTIVE #7: To learn that we get to like more things as we learn and do more things.

MATERIALS: (For 1st Grade) Needles, threads, colored beads (large enough for 1st Graders to thread); some educational toys which are marketed for younger children (to help them learn to hammer, find proper shapes, etc.); photographs of swimming, skating, bike-riding; photographs of foreign children in foreign lands.

PROCEDURE: (For 1st Grade)

Announce to the class that it is about to embark on something new, and experiment. Distribute threaded needles, and beads. Ask how many have ever made a necklace or bracelet. (Some girls, but not many, will have had the experience. They can be asked to be helpful, help those who might find difficulties in the process. This diplomatic touch will make for unity of interest and the "experienced" girls may actually prove helpful.

To stimulate the interest of the class, the teacher might ask, "How many would like to make a bracelet?" "How many would like to make a necklace?" She might also ask for whom the children would like to make the bracelet or necklace. The response, initially, may be timid, because of the children's unfamiliarity with the process of ornament-making, but they'll proceed with sufficient interest, an interest which will grow as they succeed at their work.

When the bracelets and neckaces are done, the teacher will ask the children to show their work to the class, and will be sure to praise each child for his work.

The teacher will then elicit from the class that it has done something new, something it has never done before, and something it would like to do again.

If the teacher cannot elicit from the class (though she make the attempt) a statement of the objective of the lesson, she might very well make the statement herself: "You try something new; you learn something new; you like something new."

The teacher might then produce some of the educational toys for still younger children. "These are learning toys you might have played with at one time." She might then ask the class what it learned with each of the toys.

Following the class response, the teacher might say, "We are older now and we learn from other things. For example, (producing a picture of ice-skating) we learn to ice-skate. How many like ice-skating when you were two years-old?" How many like ice-skating now? If you learn to do something new, you learn to....." The teacher will ask the children to finish that sentence; and they will.

"What other things have you learned to do and like since you were a baby?" the teacher may then ask.

The teacher may help with the responses which may include crossing the street alone, reading, writing, playing ball, swimming, bike-riding. (The teacher may produce photographs of such activities in developing the theme.)

If there is time, the teacher may produce the photographs of foreign children in foreign lands to elicit from the class that it has learned to be interested in other people, in other lands; in fact, it has learned to like history and geography.

Return to the beaded bracelets and necklaces. "Do you like what you have done?" "Would you like to do more of them?" "Would you like making other things, things you have never made before?"

All these questions lead to the conclusion, elicited from the class, that the more things we do, the more things we learn, the more things we learn to like.

NOTE: The procedure for this lesson for 5th Grade might be followed profitably by the 6th Grade and up, with slight variation. The button-sewing would be a good way to open the lesson for the upper-graders. In addition to the discussion of the other activities (of the 5th grade)however, the children of the upper grades may well be able to evaluate in concrete terms their experiences with such work as baby-sitting, house-cleaning, more mature sewing of clothes, messenger employment, assisting professional carpenters, electricians, etc.

In the discussion of work with these older students, it will be important to emphasize the positive elements (there will be negative responses) and the pleasures the students derive from their work (in addition to the money they make at their work.)

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DISLIKES

OBJECTIVE #8: To become aware of dislikes.

PROCEDURE

(The vocabulary of the playlet is rather simple and only a few students should have any difficulty in reading the assigned roles in the script. If the teacher considers some few words in the playlet beyond the reading range of her class, she might list those words on the blackboard and have the children become familiar with them.)

The teacher will annource that she has another play the class may act out. (The children have enjoyed the previously acted playlets and will welcome the arrival of another.) The teacher will choose the cast of nine from the volunteers, promising that others will be given parts when the play is done a second and perhaps third time.

The children will play their parts, from their seats or in front of the room.

The teacher may remark that the children of the playlet cast certainly disliked a good number of things, then follow with a questioning of how the children in the class feel about the children of the play. This question should furnish the class an opportunity to identify their own dislikes with those of the play cast. It will also stimulate the class to speak of its other dislikes, hates, pet peeves, etc.

The teacher might help this outpouring of dislikes on the part of the class by asking such questions as: How do you like waiting for the bus? How do you like getting dressed for church or for a visit to your relatives? How do you like visiting your Aunt Sandra in the Bronx? How do you like your cousins? How do you like the Bronx? T.V. commercials, etc.?

After a while (depending on the temper of the discussion, but particularly on the time left for the lesson) the teacher may suggest categorizing the class's dislikes. She may prepare columns on the board, giving each a heading: HOME,

FOOD, FAMILY, SCHOOL, STREET, RELATIVES, PEOPLE, WEATHER, ANIMALS, CLOTHES, etc. (The children may suggest other categories.)

Then, calling on as many children as possible, have each write on the blackboard, under the proper category, one of his or her pet dislikes. (For the 1st Grade, the teacher may have to do the writing on the blackboard.)

By the end of the exercise, the children should be relieved of considerable hostility, and also perhaps a bit tired because of the exercise.

The teacher might very well make some positive comment at this time, such as, "We certainly don't like a lot of things, but we like a lot of things, too. And I think that there are more things we like than dislike."

As an assignment, the teacher might ask the 5th Graders to write a paragraph or two on a particular dislike of their own; the composition might be titled "Why I Don't Like It."

NOTE: If 1st Graders have not reached the reading level necessary for the reading of the playlet for the lesson, the teacher might read it to them. The procedure for the discussion outlines above might then be followed, allowing for the difference in age and maturity of the class.

If the reading of the play to the class by the teacher is not feasible, then the initial steps of the procedure indicated above would need to be changed.

Where there is no reading of the play, the teacher might start the discussion with such questions as: How do you like it, when it rains on Saturday? Do you like it, when your mother wakes you up to go to school? (Why don't you like it?) Do you like spinach? etc.

The answer to these questions will lead the children into expressions of their dislikes in as many categories as the teacher chooses. Once the initial steps are taken (in a class to which the play is not read) the rest of the procedure (for those who read the play and for those to whom the play is read) may be pretty much the same.

CAUTION:

If at times the animosity of the children with reference to one category of dislikes threatens to get out of hand, as it well might, the teacher should abruptly change the category of discussion. The aim of the lesson is not to allow a general expression of antagonism, but to reveals the fact that we all have our own dislikes.

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PLAYLET: THINGS I DON'T LIKE TO DO

CAST: Johnny, Willie, Freddy, Danny, Mary, Annie, Cindy, Barbara
Mrs. Green (Teacher)

SET: Schoolyard during lunch hour.

The boys are tossing a ball among themselves.

The girls are jumping rope.

****

JOHNNY

(Counting to the tossing of the ball) One, two, three.....

WILLIE

(Singing) And you're out....

FREDDY

(Joining singing) At the old ball game.

DANNY

There are three things I hate: rainy days, spinach and baseball umpires.

JOHNNY

Three things I hate are umpires, spinach and my kid brother.

MARY

I hate baby-sitting. They always make me baby-sit for my baby sister.

ANNIE

Big deal! My sister is always pushing me around.

WILLIE

Your baby sister?

ANNIE

My big sister, Stupid! My big sister!

WILLIE

Who are you talking to, Annie? I don't like being called stupid!

FREDDY

You're not smart.

WILLIE

I'm as smart as you are. I just don't like being called names. Any names!

DANNY

I don't like allmy sister's boy-friends calling her up on the telephone.

CINDY

I don't like my brother throwing all his clothes around and messing up the living room.

BARBARA

I don't like cleaning up after my little brother messed up the whole house. Why can't he do it himself?

JOHNNY

Because that's a girl's job. Cleaning.

ANNIE

That's what you say! All you boys want to do is to eat and play and sleep.

DANNY

That's for - I sure hate it, when my mother wakes me up in the morning.

WILLIE

Especially on a school day!

FREDDY

Hey, watch it! Mrs. Green is listening.

DANNY

So what? I bet she hates to get out of bed early in the morning, too.

JOHNNY

What I don't like is when my mother sends me down to the store to get something she forgot.

WILLIE

And it's always just before we're sitting down to dinner.

FREDDY

(Mimicking) I forgot the milk, Freddy. I forgot the bread, Freddy.

CINDY

Why don't you go down to the store, Freddy. Yeah, but you don't have to wash and dry the dishes after dinner.

DANNY

That's what you think.

WILLIE

Who has to take out the garbage?

JOHNNY

I hate taking out the garbage.

CINDY

I hate washing all those dirty dishes.

FREDDY

I hate when I have to get dressed to go visit my Aunt Jenny in the Bronx.

ANNIE

I hate the Bronx.

FREDDY

And my mother always makes me play with my little cousins.

BARBARA

Me, too. And that's one thing I can do without. My cousins.

CINDY

I could do without my Uncle George. He's always pinching my cheeks.

MARY

And it hurts!

WILLIE

I know a lot of people I don't like.

JOHNNY

Me, too! I know a lot of girls I don't like.

ANNIE

Yeah? I know a lot of boys I don't like!

MRS. GREEN

(Blows a whistle) All right, children. Lunchtime is over. Back to your classes.

BARBARA

I hate that whistle.

WILLIE

I hate it, when lunchtime is over.

DANNY

I hate to go back to the classroom.

MRS. GREEN

You certainly hate a lot of things, don't you?

CINDY

Have you been listening, Mrs. Green?

MRS. GREEN

Just a little bit, here and there. You had better move into your classrooms, before you're late.

ANNIE

Are there some things you hate, too, Mrs. Green?

MRS. GREEN

Oh, I suppose so. But I don't think I hate just so many things as you do. Hurry up, now. I do hate children being late.

BARBARA

And we hate to be punished for being late.

MRS. GREEN

Well then, let's hurry before we begin to hate each other.

(ALL EXIT)

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CHANGING

OBJECTIVE #9: To become aware that dislikes change.

PROCEDURE:

(This playlet may be used as the material for the lesson indicated with both 1st and 5th Graders. The 5th Grader, of course, may act out the playlet; the teacher may read the playlet to the 1st Graders.)

The teacher may open the lesson by reminding the children that they have already read a play, and had some discussion on "the things they didn't like."

"We have another play," she might say, "about things we don't like; but this one is a little different."

The teacher will have any number of volunteers for the roles in the play, will make her selection, and will set the stage (the front of the room) for the action.

The children will read the play.

The teacher will then elicit from the class that this play, which they have just read, is quite different from the first play on dislikes. She will elicit from the class that this is a more somber play, much more quiet and certainly much less belligerent.

She should try to elicit from the class that this play, while dealing with animosities and dislikes, seems to be more involved in changing attitudes to dislikes (involving things and people.) The teacher might help the children realize that "Johnny", in a number of areas, has had a change of heart about certain things and people, a change in his dislikes.

The teacher might then ask the children to point to the text where Johnny's change of dislikes is spelled out. (If the children have been provided with texts of the playlet, they may be asked to read the lines of Johnny to prove their discoveries.)

Simultaneously, the teacher may ask the children to write on the blackboard

the area in which Johnny has had a change of dislikes: rainy Saturday, school, homework, reading, dancing, social studies (history), friends (Willie), relatives (Cousin Tommy), running errands, etc.

To round out the exercise in exploration, the teacher may elicit from the class that some dislikes do not change (at least in the life of the play). She may elicit from the class that we still don't know whether Willie still dislikes spinach. And we do know that Lucy still doesn't like setting the table.

From here the teacher may move directly in the experience of her children. This might be best done by limiting the discussion to one category at a time: Weather, School, Reading, Other School Subjects, Foods, Friends, Relatives, Chores, Games, etc.

Friendships and enmities might prove the simplest and yet most provocative category with which to begin.

"Who was your best friend last year?" "Who is the boy or girl you didn't like at all?" "How do you feel about this boy or girl today?"

Young children get "mad" and "glad" very easily and very quickly. It won't take too much prodding to get the class talking about its likes and dislikes and how they have changed in this area of their lives. The teacher, of course, will point up, stress, for the children the evidence of their changing dislikes (the objective of the lesson).

Relatives should prove equally fertile ground for the discovery of changing dislikes. Aunts, uncles, and especially cousins inspire a source for constant change in likes and dislikes.

Food, particularly with young people, is an area of much dislike: vegetables, fish, cheeses, etc. While change in dislikes moves more rapidly with the adult, there is sufficient change in dislike among children to make for good discussion. (There are children who at one time did not like pistachio ice-cream.)

Each category, those indicated and those the children may suggest, will provide testimony to changes in dislikes; and each category should be explored for as

long as time permits.

The teacher should leave herself enough time, however, for a summary of the lesson and for a second reading of the play.

Throughout the lesson, the teacher has been able to indicate, one way and another, that the dislikes of the children change with time, with situat ons, even with the weather. She should be able to elicit from the class, at the end of the lesson, the response she wants: that the things we hate today we may like tomorrow; that our dislike for things and people are constantly changing.

To give others of the class the opportunity to act, the pleasure of performance, as well as to help fix the objective of the lesson (dislikes change) the teacher should close the session with a second reading to the accompanying playlet.

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PLAYLET: CHANGING

CAST: Johnny, his sister Lucy, Mother, Willie

SET: A room at home during the Easter vacation

(It is raining and Johnny and Lucy are looking out of the window.)

****

JOHNNY: It's still raining.

LUCY: It's going to rain all day.

JOHNNY: I hate rainy days.

LUCY: It's Thursday. I thought you only hated rain on Saturdays.

JOHNNY: You can't go out and play in this rain. I wish I were back in school.

LUCY: School? Since when did you like school?

JOHNNY: I didn't say I liked school. I don't like staying in the house all day. It's boring.

LUCY: Why don't you clean up your room?

JOHNNY: I cleaned up my room. Do you want to teach me how to dance?

LUCY: Dance? You? I thought you said dancing was sissy stuff.

JOHNNY: All right, don't teach me how to dance.

LUCY: I will, if you like.

JOHNNY: I don't like. I wish I had a book to read. I wish I had some homework.

LUCY: You're really desperate.

JOHNNY: What's wrong with reading a book? What's wrong with homework?

LUCY: Nothing.

JOHNNY: I like reading about all those explorers. And my reader has some pretty good stories.

LUCY: You can read one of my books.

JOHNNY: Nah! I don't like reading that much. I wish it would stop raining.

(The doorbell rings)

JOHNNY: Who's that?

MOTHER: (Calling) Willie is here to see you, Johnny.

JOHNNY: (Sourly) That's great.

LUCY: I thought you liked Willie.

JOHNNY: I used to like him, until he became the teacher's pet.

WILLIE: (Enters) Hi, Johnny, Lucy.

JOHNNY & LUCY: Hi, Willie.

WILLIE: What are you doing, Johnny?

JOHNNY: Nothing. Do you want to play checkers?

WILLIE: I thought you didn't like checkers.

JOHNNY: It's not the greatest, but I don't mind, if you don't.

MOTHER: (Enters) It's time for lunch. Would you like to join us, Willie?

WILLIE: If it's no trouble.

JOHNNY: Maybe you won't like what we've got to eat.

MOTHER: Is there something you don't like to eat, Willie.

JOHNNY: Sure. There are lots of things he doesn't like to eat.

WILLIE: I'll eat anything you have for lunch, Mrs. Wilson.

JOHNNY: Will you eat spinach.

MOTHER: We aren't having any spinach, Johnny. But you can run down to the store, if you'd like.

JOHNNY: In this rain?

MOTHER: I thought it would be nice to have a little ice-cream for dessert.

JOHNNY: Ice-cream. Sure. I'll go down. Do you want to come with me, Willie.

WILLIE: Sure.

(They exit)

MOTHER: (To Lucy) They certainly don't know what to do with themselves on rainy days.

(The telephone rings)

JOHNNY: (Off-stage) I'll get it, Mother.

LUCY: I wonder who could that be?

JOHNNY: (Enters) It was Tommy.

MOTHER: Your cousin Tommy?

JOHNNY: Yeah. He's coming down. Maybe I ought to buy more ice-cream. He's coming for lunch.

MOTHER: That's fine. Have you enough money?

JOHNNY: There was the money on the table. Bye! (He exits)

LUCY: I thought he didn't like his cousin Tommy.

MOTHER: That was yesterday. Tomorrow he won't like his cousin Jimmy. Come help me set the table.

LUCY: Must I?

MOTHER: Yes. (They exit)

QUALITIES II

Objective: To become aware of qualities in people I dislike.

The teacher selects volunteers from the class to role-play situations which will demonstrate negative qualities...
(Note: This activity can be used in conjunction with A.I.C. 1.52)

Suggested negative qualities: "mean" (unfriendly and/or not helping)
"selfish"
"bossy"
"dishonest" (lies or steals)

Procedure: The teacher will explain to the class that they are going to play a "guessing game" and will have to guess the qualities that the volunteers are acting out. The teacher takes the two volunteers aside and "cues" them, telling them the quality she would like them to act out. (Note: It would be ideal if the teacher could simply tell the pupils the quality and let them deal with it as they see fit. However, if the pupils have trouble getting started the teacher might invent a situation: e.g. to act "selfish", the teacher might say "Peter, pretend you are playing with a lot of toys. Jose comes along and says that he would like to play with you. Now act "selfish".) Skit might last about 1-2 minutes. Following it, the teacher asks the class what quality they think was demonstrated by asking, "How did Peter act towards Jose?" or a similar question. The teacher writes responses on the chalkboard (perhaps underlining "selfish"; other responses might be, "nasty", "bad", "cheap-skate", etc.), then continues to next two volunteers and next quality.

When all qualities have been role-played, the teacher can lead discussion on these qualities and people who possess them. Sample discussion questions might be:

Which of these qualities do you dislike? Which do you dislike most? Like??
Do any of your friends or playmates have these qualities?
How do you feel when friends act out these qualities?
Can you think of other people who show these qualities? (Answers might include traditional "bad guys": T.V. characters, historical figures, crooks, etc.)
Why do you dislike these qualities in people?

I JUST DON'T LIKE THAT

OBJECTIVE #10: To become aware of qualities in things and people that I dislike.

MATERIALS: A series of cartoons, some in pairs and some single, each pair or single on a single sheet of paper, each duplicated so that each child in the class may have a copy of each. If possible, the teacher should have large copies of the cartoons, large enough to exhibit in front of the room.

PROCEDURE:

The procedure for this activity should be pretty much the same for the 1st Grade, the 5th Grade, or any other grade which might profit from the lesson.

Obviously there are enough cartoons available (if the materials are provided) for at least two classroom sessions, and perhaps three. Since each of the qualities "in things I don't like" is treated more or less separately in each cartoon, or or set of cartoons, there is no specifically marked spot for a break in the lesson. Wherever it is necessary for the teacher to stop the lesson (for the time being and because of the limitation of time) the activity may be easily resumed the following day with no noticeable break in the continuity of the lesson.

Of course, all discussion related to the cartoons will depend on the age level of the children, so far as maturity of experience, conception and understanding are concerned. Here, of course, the teacher will be the best judge of the situation, the extent and limitations of the possible discussion.

The teacher may well begin the activity by summing up, in general terms, the previous activities related to "things I don't like." She may say, "So far we have become aware of certain things some of us dislike, some things all of us dislike. We have become aware, too, of the fact that our dislikes are always changing. Today, let us try to learn why we don't like certain things, and why, perhaps, we don't like certain situations, and people."

The announcement by the teacher, that she has a rather large number of cartoons "to help us find out why we don't like certain things, situations and people" will help move the interest of the class to the activity.

The teacher should distribute one cartoon (or set of cartoons) at a time.

First, the children will be asked to "read the cartoon." (The set of cartoons depicting the collapsed plaything will serve as an example for this "guide"; but the teacher might very well consider some other cartoons more appropriate for her own class of children).

Second, the children will be asked whether they have had similar experiences; and asked to relate them. (The poorly constructed plaything is common enough, and the response should be good).

Third, the teacher should be able to elicit from the children that they don't like things which are poorly built, and that they don't like things which don't last too long.

(The teacher might have a child write these conclusions relative to "why I don't like things" on the blackboard, or do the writing herself.)

These steps, one, two and three, may well be followed with each of the cartoons provided.

With cartoons 2a. and 2b., the teacher should be able to elicit from the children (after they have related similar experiences) that they don't like things which have them waiting in line, or just waiting "to get".

With cartoons 3a. and 3b., after the children have told their stories of waiting for things which came very late or not at all, the teacher should be able to elicit the conclusion that the children "don't like things they have to wait too long to get." The teacher may also be able to elicit from the class that it doesn't like people who make promises and don'tdeliver on them. (There is no specific cartoon for this, but it is implicit in 3a. and 3b., and a discussion in this area, particularly among older children, should prove most fruitful.)

With Cartoons 4a. and 4b., again after having the children read the story and relate their own related experiences, the teacher should be able to elicit from the class its dislike for loneliness, as well as its dislike for being separated "from the crowd." (There is an opportunity here to have the class discuss

how these "lonely people" can be helped but, considering the time limit as well as the need to hie close to the line of the activity's objective, the teacher will have to limit discussion in this area severely.)

(Reminder: A child in the class or the teacher will note the "reasons" for our "dislikes" as the discussion on each cartoon comes to its conclusions.)

With Cartoons 5a. and 5b., following the outlined procedures, the teacher should be able to elicit from the class that its inability to perform efficiently (with things I can't do well) is an element in an activity which make for a disliking of that activity. (Here, too, there will be the temptation to go off on a tangent to the lesson, developing the idea that one should not give up easily on the task, that perserverence is a virtue to be developed. The teacher might touch on this point, but cut whatever discussion develops in this area short.)

The lawn-mower cartoons (6a and 6b) allow the teacher to elicit from the class that it doesn't like being forced to do things, and consequently doesn't like those "things" either. (The children will be able to give many personal examples from their own personal experience in this area.) Cartoons 7a and 7b constitute a variation on the theme, but may be closer to the knowledge and experience of city children.

Cartoons 8a and 8b may be variations on the "spike-hammering" cartoons, and may be so used. However, there is additional element of "instructions", those which accompany the "toys to be assembled" kits bought in the stores. Here, too, the children will have stories, experiences of their own, their friends and their families (in baking, sewing, model-building, furniture construction, replacing automobile parts, etc.) The teacher may also elicit from the class that it doesn't like people who can't speak simply and directly, people who give the wrong street directions, people who can't deliver a message straight.)

From Cartoon 9, the teacher will be able to elicit from the class that it doesn't like people who boast, "blow themselves up", "brag".

Cartoon 10 may provide the teacher with the opportunity to elicit several conclusions from the class. One, it doesn't enjoy its inability to buy the things it wants; two, it doesn't like proverty and all that poverty means; third it doesn't like people to flaunt their opulence (boast of their advantages). The major element in this particular quality of dislike is "mean-ness", limitation of access, limitation of ability to accomplish or to attain. To get away from the personal or individual dislike, the teacher might transfer the discussion from the individual to specific abilities (the ability to race, the ability to play shortstop, mechanical ability, mathematical ability, etc.) The emphasis might be on deploring the lack of ability rather than on disliking this lack. Obviously, distinctions in this discussion demand the more mature mind and perhaps this cartoon and the discussion of it should be limited to older children.

Cartoon 11 permits the class to enter on a discussion of food and why it dislikes certain foods. Here the "qualities" which make for dislike are generally going to be vague. Taste, color, substance will probably constitute the sum total of the class's responses to why it doesn't like certain foods. The teacher might broaden this discussion by indicating that taste, color and substance play a part in fixing our distastes in other areas (clothes, furniture, room decorations, lamps, uniforms, etc.) In any case, the class's conclusion should be that these elements: taste, color and substance sometimes create "dislikes."

Cartoons 12a and 12b introduce the "quality" of loyalty. The cartoons will be read easily enough. The children will have enough stories to fill the hour. The teacher will have to limit the number of stories. She will have no difficulty eliciting from the class that disloyalty is definitely one quality which makes for disliking a person.

It is obvious, from this "guide" that, to repeat, there is much too much material here for a single session. It must be obvious, too, that while the activity may be terminated temporarily at almost any point (following conclusions drawn from any single or double cartoon, the class will have become sufficiently

interested (if not excited) to be eager to continue this particular activity, when next it meets.

The teacher should indicate to the class that there will be more of this particular activity but be sure to leave herself time enough to have the class sum up its discoveries (learning) in this area to date. The summation will be simple, since the main reasons for our dislikes have been written on the board, and may be read by one or more of the children. If necessary, particularly in the lower grades, the teacher may do the reading herself.

Again, the teacher should close the session, promising there will be more cartoons and more discussion the next time the class meets.

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THE CARTOONS

1a. A boy or girl playing with some plaything (a toy truck, a doll's house, some mechanical item, etc.)

1b. The boy or girl looking at the plaything which has fallen apart.

2a. A child waiting in line to enter a movie house.

2b. The child is at the box office, the box office displays a sign: NO MORE SEATS.

3a. A child waiting for the mailman (the voice box: "I HOPE IT COMES TODAY")

3b. Letter-carrier with voice box: "IT HASN'T COME YET."
Child with voice box: "I'VE BEEN WAITING FOR WEEKS."

4a. Boy or girl playing solitaire.

4b. Same boy or girl as "wall-flower" at a party.

5a. Child hammering a spike into the ground.

5b. Child examining his progress with the task; voice box: "I HAVEN'T GOT VERY FAR, HAVE I?"

6a. A boy or girl leaning on a lawn mower in a field of grass.

6b. Boy or girl mowing the same field of grass fast, as adult stands over him with a flaying whip.

7a. Boy or girl lazy in the sun.

7b. Boy or girl running from a bull (or marching, hands up, as someone prods him from behind with a gun.

8a. Boy or girl trying to assemble a bike.

8b. Same boy or girl looking hopelessly at the mess he or she has assembled.

9. Two children fishing: one has caught a very small fish, the other a large one. Voice box for the more successful fisherman boasting: "YOU"VE GOT TO KNOW HOW TO DO IT!"

10. Two children. One shows empty pockets. The other shows his dollar bills (Voice box: "IF YOU'VE GOT IT, FLAUNT IT!"

11. Two children eating at the table. One child's plate is almost empty (Voice box: "I LOVE THIS STUFF!"). The other's plate has not been touched. (Voice box: "I HATE THIS STUFF!")

12a. Two children are playing catch.

12b. One of the two stands alone, with the ball, as the other, waving his hand good-bye, moves off with a group of children

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THREE PLAYLETS

OBJECTIVE #11: To learn that others influence our dislikes

PROCEDURE:

The teacher may announce that the class has three very small plays to perform. (The number three is arbitrary. There may be time for only two, or one. The order of the playlets is arbitrary as well. We will discuss possibilities of procedure as plays are ordered here. If the teacher, because of time limitation, decided to use only one or two of the playlets, she might of course select the play or plays which would be most suitable for her particular class.)

The first playlet exhibits (dramatizes) how people influence our dislike for other people. From the class, following the reading of the first playlet, the teacher may elicit, first, that initially Freddy liked Willie; that the remarks of his friends made him doubt his liking for Willie; and, finally, that his friends created in Freddy a dislike for Willie.

The teacher might ask what it was that converted Freddy's like to dislike (asking the children to read those lines which helped Freddy change his mind.) (Whether Freddy's change of feeling towards Willie was warranted may be the subject of another activity, and such discussion should be avoided in this session.)

The children might then be called upon to relate their experiences, when their liking of somebody has been turned to disliking in similar, or dissimilar situations. The teacher might help the children in this area by asking whether they had ever been dissuaded from inviting a particular child to a party, going to a child's party, asking someone to join a club, selecting somebody for one's side in a game, etc.

The second playlet calls for a similar procedure. Elicit from the children that Mary initially liked Jenny's new hair-do, and that the comments of her friends changed the like to dislike. Ask the class to point out (read) the comments responsible for the change of feeling on Mary's part. Again, ask the children

to relate their own experience in this area. To help the class recall similar experiences, the teacher might suggest such categories as hats, coats, dresses, other wearing apparel, other hair styles (male and female), etc.

The teacher may use the same procedure for the third playlet. How did Johnny feel about going to camp? Who changed his mind? How did they change his mind? (Again, asking the class to read those speeches which convinced Johnny that he wouldn't like camp.

The arguments in this playlet cover a number of areas: playing companions, recreational conditions, the hour for getting out of bed, compulsory exercises, punishment, food, etc. The teacher, asking for experience similar to that of the play (in the area of being influenced to dislike something or somebody) may suggest any or all of the "anti-camp" attitudes (divorcing them from "camp" immediately) to stimulate class discussion. (As an aside, since the purpose of the lesson is not to condemn camps, the teacher may remark that there are all sorts of camps and most of them are very good.

Before the lesson ends, of course, the teacher will elicit for the class that it is undoubtedly, and perhaps too often and too easily, persuaded to dislike people and things they liked, by others.

One of these playlets should suffice to bring home the lesson desired. The choice of that playlet must depend on the time element as well as the maturity of the children, and here the teacher of the class is the best judge of the particular playlet which will serve the purpose best.

The teacher may utilize just one playlet, if that is all time permits, but, having established the objective of this activity, it should not be difficult to move, with a series of leading questions into the various areas in which others influence our dislikes. For example, after we have shown that others influence our dislike of other people, the teacher may ask: Did anyone ever make you dislike a TV program, an actor, a singer, a plaything, a ball player, a hat, a coat, etc.?

If there is time in the schedule, the teacher may use each of these playlets for three separate sessions.

VOTING FOR WILLIE

CAST: Johnny, Freddy, Alex, Mary, Jane.

SET: The school yard.

****

Johnny: Who are you going to vote for?

Freddy: I'm voting for Willie.

Alex: For president of the class?

Freddy: Why not? He'll make a good president.

Mary: Not me. I'm not voting for Willie. He talks too much.

Freddy: Talk never hurt anybody.

Jane: It's the way he talks. Always talking about himself.

Johnny: Telling everybody how smart he is.

Freddy: He is smart but....

Alex: I don't like a guy who brags about himself.

Freddy: He does brag about himself alot.

Johnny: He thinks he's the best ball-player in the class.

Alex: The way he talks, you'd think he was Tom Seaver.

Mary: And he's selfish.

Jane: Everything Willie does is for Willie.

Freddy: I didn't think he was that kind of guy.

Johnny: That's because you've never been to a party with him, or a picnic.

Freddy: That's funny. I thought he was a nice guy. I thought everybody liked him.

Mary: Liked him? Phewy!

Jane: Nobody likes him.

Freddy: I thought I did. I guess I don't.

Johnny: Don't what?

Freddy: I guess I don't like him. I certainly am not going to vote for him.

JENNY'S NEW HAIR-DO

CAST: Mary, Jane, Sandy, Barry

SET: The school yard.

****

Mary: Did you see Jenny's new hair-do?

Jane: I don't like it.

Mary: Oh, I think it's nice.

Sandy: I think it's terrible.

Barry: What's terrible about it?

Jane: It's too short around her neck.

Sandy: And, there! Look at her! She's standing up against the fence. How can anyone like hair coming over her eyes?

Mary: It's only one eye. The hair covers only one eye.

Jane: How would you like hair covering your eyes?

Mary: I wouldn't. But it doesn't look bad on Jenny.

Sandy: You know it doesn't look good on her.

Jane: You're only saying it because you're her friend.

Mary: She's my friend but....

Sandy: What kind of friend are you, if you don't tell her that she got an awful hair-cut.

Barry: That's what friends are for. To tell the truth.

Mary: That's true enough.

Sandy: Then why did you say you liked it?

Mary: I thought I liked it. I really don't, I guess.

Jane: You guess?

Mary: I'm sure. I'm sure I don't like it. But I don't know how I'm going to tell her.

Barry: You'll find a way, Mary. You'll find a way.

GOING TO CAMP

CAST: Johnny, Freddy, Alex, Mary, Jane

SET: The school yard

****

Johnny: Guess what? I'm going to camp this summer.

Freddy: For the whole summer?

Johnny: Just for two weeks. Great, isn't it?

Alex: I didn't like it.

Mary: Neither did I.

Jane: I went once. Never again.

Johnny: What's wrong with camp? Maybe you didn't go to a good one.

Freddy: Mine was supposed to be a good camp. Not for me.

Johnny: All you do is play ball, go swimming, fishing.

Alex: How do you like playing ball with a bunch of kids who can't find the handle on a ball?

Freddy: That's what you'll get in camp.

Mary: And you'll swim in a muddy pool of water.

Jane: And the water will be hot.

Mary: And you'll find no fish in that lake, either.

Freddy: They pull you out of the bed in the morning.

Alex: They make you do exercises.

Jane: And they punish you, if you're not on time.

Johnny: Nobody told me about that.

Freddy: They didn't tell you about the food they slop on the tables either.

Alex: It makes you sick just to look at it.

Mary: And you get punished, if you don't eat it.

Johnny: Nobody said anything about punishment.

Freddy: Did they tell you how you sleep?

Alex: Fifteen kids in a tent.

Mary: Half of them crying with belly aches.

GOING TO CAMP (CONT'D)

Jane: Half of them crying because they're homesick.

Johnny: Wow! I didn't think camp was like that.

Alex: That's not all of it.

Johnny: Don't tell me any more. I don't think I'm going to like camp. Not if it's like you tell me it is. I'm going home and tell my mother and father that I don't want to go.

Freddy: I didn't like it, but you might.

Johnny: No, not me. I don't like it. I don't like it at all.

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WHAT DO YOU LIKE TO DO?

OBJECTIVE #12: To learn that people are not "bad" if they like the things we dislike or have never tried.

MATERIALS: A doll, a toy truck, a baby rattle, paper and pencils.

PROCEDURE:

The teacher displays the baby rattle and asks, "How many like playing with a baby rattle?" Then, "How many don't like playing with a baby rattle?"

Following normal response, the teacher may ask, "Who likes playing with a baby rattle?" The answer of course will be 'babies."

The teacher may then ask is a baby "bad" because it likes to play with a rattle? Is a baby bad because it likes to play with something we don't like to play with?

The teacher might then announce, if she cannot elicit it from the class, that a person is not a bad person because he likes playing with something we don't like to play with.

The teacher might then exhibit the doll. She may ask the class who would like to hold it, and give it to one of the children who expresses the desire. While the child is still holding the doll, preferably in front of the room, the teacher may ask, "How many children like dolls?" Then, "How many children don't like dolls?"

The responses should be normal, following which the teacher may indicate that "Jane" (the child holding the doll in front of the room) seems to like it very much; then ask, "Does that make 'Jane' a bad girl?"

Following the expected response, the teacher may exhibit the toy truck and ask who would like to see how far he can make it roll on the floor. The volunteer chosen and the truck rolled on the floor, the child will remain standing in front of the room as the teacher asks, "How many children like toy trucks?" and "How many don't like them?"

Again, the teacher questions the children. "Just because you don't like toy trucks, is "Johnny" a bad boy because he likes them?"

Of course neither "Jane" nor "Johnny" are bad because they like something others in the class dislike, and the teacher may announce this again, if she cannot elicit it from the class.

The teacher may continue in other areas, such as food, clothing, entertainment for repetition and to further develop with the children the stated objective of this activity.

The teacher, if there is still time for the activity, may distribute sheets of paper to the class, saying that the class is going to take a poll.

She will draw on the board the following form, to make the polling as simple as possible:

BAD	GOOD
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

She will ask the children to fix the papers in front of them, copying what she had put on the board.

She then announces that the class is to be polled on ten questions. (The number is arbitrary, depending primarily on the time left for the activity.) She will say that each question will require a simple yes or no answer. Cautioning the children to put the yes or no in the right column, she will then proceed.

"Question 1," she will begin, "Your father likes to watch the football games on the television and your mother doesn't like him watching those games. Does your mother think your father is a bad person because he likes to watch the games?

Yes or no? Put "yes" or "no" in the first column of the first line.

This done, repeat the question, but this time ask whether Mother thinks Father is a good person because he likes to watch the games. And this time instruct the children to put their answers in the second column of the first line. Repeat this procedure with the following questions:

2. Your mother likes to visit relatives and your father doesn't. Does your father think your mother a bad person because she likes visiting relatives? a good person?

3. Your sister likes to watch love stories on the television and you don't. Do you think your sister is a bad person because she likes to watch these programs? Etc.

4. Your friend Johnny likes to wear a tie when he goes to school. You don't. Etc.

5. Your friend Mary likes to have fish for dinner. You can't stand fish. Etc.

6. Jenny likes to put perfume on the lobes of her ears and you can't stand the smell of it. Etc.

7. Tommy likes to ride his bike Saturday afternoons into strange neighborhoods and you don't. Etc.

8. Sandy loves to go to the library and read books, and you don't. Etc.

9. Annie likes to baby-sit and that's something you haven't tried and don't like. Etc.

10. Willie likes to go to girl parties and you don't.

(THIS IS A POINT IN THE ACTIVITY WHERE THE TEACHER MAY FIND IT NECESSARY TO STOP, BECAUSE OF THE TIME LIMIT. IN WHICH CASE, SHE MAY COLLECT THE PAPERS FROM THE CHILDREN AND ANNOUNCE THAT THE ACTIVITY WILL BE CONTINUED AT THEIR NEXT SESSION.)

If the activity requires two sessions, the teacher will re-distribute the papers (poll) to the children, then proceed as follows:

She will repeat the first part of the first question, then ask the children for their response. "How many wrote 'yes'? How many wrote 'no'? She will make the tally and write the majority response in the proper space and column on the blackboard. She will repeat this procedure with all the questions. Undoubtedly the board will be replete with "no".

The teacher will then elicit from the class once more the lesson it has learned in this activity: People are neither good nor bad just because they like the things we dislike or have never tried.

As to the poll, if the children of the particular 1st Grade cannot copy the poll sheet, as drawn on the blackboard by the teacher, the teacher may want to provide these poll sheets already prepared.

If the children of a 1st Grade class have not yet learned to write words, they may be asked to write a simple "X" to indicate a "yes" reply, and "O" to indicate a "no".

This activity may be divided into two sessions. It may be advisable to leave the entire polling procedure for a second meeting of the class.

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

1.17a Two Pesos for Catalina
1.17b Choosing
1.17c Three Wishes
1.17d Disappointment
1.17e Say Yes!
1.17f Guessing games
1.17g Birthday

OBJECTIVE NO.

17. To learn if I can't have everything I want, I must choose.

19. To learn that when I have to choose, the more choices open to me, the greater the chances of my finding something I like.

5. To learn that if what I like lasts longer, it's even better.

EXPLANATION:

The reading accompanying this lesson are to be used to teach all of the listed objectives. The lessons may be spread over a number of sessions.

DIRECTIONS

1. The teacher can read the story "Two Pesos for Catalina" to the class. Afterward the following questions can be discussed.

   a. Why didn't Catalina buy everything she saw? (Because she had only tow pesos and therefore had to make a choice.) This is objective No. 1. Ask students for experiences of their own wherein they had to limit their choice. Do this briefly.

   b. Why didn't Catalina buy the flowers? the pancakes? the clay toys? (Because they would not last very long. Moreover, she wanted to know what else there was that she might choose from. The more one knows about the choices that are open to him, the more likely it is that he will choose what he finds most satisfying.) Objectives 2 and 3. Elicit greater satisfaction in duration of pleasure and greater satisfaction potential in knowledge of choices available.

   c. After Catalina bought the shoes, what did she buy next, and why? (She bought candy, because this was what she wanted next and what she could afford.)

2. The teacher can read the poem "Choosing" to the class. The poem nicely illustrates the difficulty of making choices. Perhaps children would like to memorize the poem. They also may want to add more lines or make up other poems about other difficult choices. Elicit difficulty of choosing by asking gneral questions about point of poem. Then elicit objective one by asking class how they think the problem will be solved.

3. The teacher can read the story "The Three Wishes" to the class. The story might also be acted out by the class, with the children either playing the story as they remember it or pantomming it as the teacher narrates. If they act it out, very few props will be required; a table and two chairs, a few dishes on the table, a paper sausage. The necessary characters would be the poor man and his wife, the good fairy, and an "invisible" creature, possibly dressed as a ghost, who flings the sausage to the table, fastens it to the poor woman's nose, and later whisks it away.

   A discussion following the presentation of the story should bring out the importance of making choices as thoughtfully as possible. Certain choices open the way to many other choices, and certain choices close the way. In the story the poor man carelessly

wished for something that could be consumed immediately. How much better off he would have been if, instead of a sausage, he had wished for a farm with pigs that could be made into sausage! He should have wished for the kind of goods or situations that would have created better conditions for himself and his wife for a longer period of time. The children should be led to discover that the story shows something that we all do quite often: we spend our money or resources for quickly consumed trifles. Children often spend their pennies and nickels for candy and gum that are gone in a moment but if they saved their money for a week or a month or more, they could by a doll or airplane or some other toy that would give greater and more enduring satisfaction. As a secondary point, the discussion may focus on the importance of thinking before speaking.

Pupils might want to try to retell "The Three Wishes" with the poor man and his wife making wiser and more creative choices, which would provide a new outcome to the story. Unfortunately, the success stories will not be as amusing, but they will help the children to see the variety of choices available and the importance of making wise choices. The teacher should avoid placing exaggerated emphasis on the difficulty of making choices; he should rather emphasize the need for making thoughtful choices. The teacher might have the children draw pictures to illustrate "The Three Wishes" in comic-strip fashion.

4. Children can tell stories about experiences they have had in which they were disappointed in the things they wished for. For example, how many children have urged their parents to buy certain foods because of the prizes inside? What were some of the prizes they received? How long did they last? How many of the children were disappointed? Why? The exercise should help the children, on the basis of their own experience, to see the need for good thinking before making choices.

5. (This is an optional issue.) The teacher can discuss with the class the questions whether parents should say yes to whatever children ask for. To aid children in seeing that wishes should be reasonable and that parental direction is sometimes needed, the teacher might cite some funny examples of children's wishes which could prove harmful to them, sich as eating only cake, not going to bed, and so on.

6. The class can practice choice making in the following guessing games.

   a) Teacher: I am thinking about a little girl who is going to a party. What do you think would be the most important to her? A nice dress? A pair of skates? Some bubble gum?

b) Teacher: I am thinking about a child who is going on an all-day hike. What do you think his first choice would be? A book? A lunch? A portable radio? (If a child chooses the portable radio, the teacher points out that as long as the person can go hungry without injuring his health, the portable radio would not be a bad choice; but the person would have to be aware of the possible discomfort of hunger.)

c) Teacher: I am thinking of a man who was caught in a rain-storm. What would he want most? A box of candy? A raincoat? A kite?

d) Teacher: I am thinking of a woman who is bothered by mosquitoes. What would she wish for most? A jar of honey? A flashlight? Mosquito-repellent oil?

e) Teacher: I am thinking of a man whose car ran out of gasoline. What would he want most? A hot dog? Some gasoline? A new hat?

7. The pupils can pretend that they are each having a birthday the next day. Each child can draw a picture of a gift that he would want. They can assemble these pictures into an exhibition entitled "The Gift I Want." Afterward the teacher should ask the children to study the pictures on page 194 of the text, "Choices I Can Make."* When they have examined all the possible choices, the class should be asked how many of them have now changed their minds. The teacher can ask individuals to tell about their initial wishes and their new choices. This activity should help pupils discover that lack of information limits choices and that knowledge broadens choices. (Objective No. 20)

*Picture will be attached.

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

DESSERTS

OBJECTIVE #17: To learn that if I can't have everything I want, I must choose.

MATERIALS: Pictures of: Charlotte Russe, Apple Pie a la Mode, Jello, Ice Cream Sundae, Other Desserts; Roast Turkey, Barbecue Grill

PROCEDURE:

The teacher may open the session by suggesting that our appetites are sometimes bigger than our stomachs. Verify this statement by eliciting from the class that there have been occasions when overeating has produced some stomach discomfort among them.

Then the teacher may exhibit her "dessert" pictures; ask how many like these desserts; how many could eat them all at once. Elicit from the class that it would not be advisable to eat all the desserts pictured at once, especially after a big dinner. Elicit from the class that, if they were required to make a single choice of the desserts, the task would not be simple. Elicit from the class that to choose a single dessert would be, however, the wise practice, particularly, again, after a full dinner. Ask the children, individually, for their choices. (It is not necessary to have the class give reasons for their choices.) Elicit from the class that the choices they have made are more or less satisfactory. (Allow some room for the normal greeds.) Elicit from the class that, while it may not be the most desirable practice, there are times when we cannot have everything we want: that we must choose among a number of options; that we can make, on such occasions, more or less satisfactory choices, at least of desserts.

The teacher may say, then, that there are many situations which, similar to the dessert situation, demand a choice on our part. Exhibiting the pictures of the roast turkey and the outdoor barbecue grill, the teacher may ask the class for its feelings about each type of dinner. Elicit from the class that it could not partake of both the turkey dinner and the outdoor barbecue at once. Elicit

from the class that it would nevertheless need to make the choice (perhaps in a family vote on the question.) Elicit from the class, again, that its choice would prove far from unsatisfactory. Elicit again from the class the objective of this activity: There are times when I can't have everything I want and I must make a choice.

The teacher then, again, may say that there are many areas of our activities in which this problem of the need to choose is encountered. Exhibit the pictures of the merry-go-round and other fair rides. Ask the children how many like these rides how many have taken these rides and enjoyed them. Present this problem: "You have exactly one dollar in your pocket, or your purse, not counting the carfare to take you home. Each ride will cost you 50 cents. Can you take all the fair rides you want to take?"

The answer is obvious.

"Then we are again faced with the job of making a choice," the teacher may say. "Which would you choose?"

Following the variety of responses to the question (avoiding, if possible, any discussion of the reasons for the choices) the teacher may elicit from the class again that there are times we cannot have everything we want, that in such situations we are required to make a choice, and that the choice may very well prove satisfactory, if only for the moment.

The teacher may then say, "We are still at the fair. What else do you find in the fair?"

Elicit from the class the variety of goodies to be found on the fair grounds: hot dogs, sugar candy, balloons, pizza, ice-cream, etc.

"Now," the teacher may say, "you find two quarters, fifty cents, in your pocket; fifty cents you had forgotten; and suddenly have a great desire for all those different good things to eat at the fair. Can you buy everything you suddenly want?"

Again the answer is obvious.

"Well," the teacher may say, "since we can't have or buy everything we want, what is the next best thing to do?"

The class should provide the answer desired: we have to make a choice.

Ask the class for its choice of goodies, again avoiding the reasons for the different choices as much as possible.

Elicit from the class that the choice was sometimes difficult, that choosing was not entirely an impossible task, and that the choice was more often than not quite satisfactory.

The teacher may then ask the children whether they can recall any other situations in which they were required to make a choice because they could not have everything they wanted.

If the class needs help in this area of suggestion, the teacher, of course, can help.

"It is a hot summer day," she might say. "Some of your friends, or your family, suggest that you spend the day at the beach, swimming. Others suggest you go to see a baseball game. How many like swimming? How many like to watch a good baseball game? Can you do both in the same afternoon? What do you do on this hot summer day?"

Again, following the verbal balloting, the teacher may elicit from the class that there are times when we can't have (or do) everything we want and we are required to make a choice.

Then there are birthday or Christmas gifts. "Can we have everthing we want?"

Elicit from the children the numerous things they would want for their birthday or Christmas gifts. Elicit from them that it is not very likely that they will receive all the gifts they desire, for economic or other reasons. Elicit from them the choices they would make, given the specific conditions. Elicit once more the objective of this activity: there are times when we cannot have everything we want and we must make a choice.

The teacher may then lead thechildren into the common practice of choice as it relates to personal relationships. (This would be an exercise more

appropriate to the 5th Grade rather than the 1st Grade.)

"Johnny," the teacher might say, "asks you to help him buy a baseball glove. Frankie isn't feeling well and has to stay at home. Johnny and Frankie are good friends of yours. Both want to see you at the same time and that is impossible. What do you do?"

Elicit the responses from the class. Elicit from the children once more that again they are confronted by a situation which demands choice. They can't visit with Frankie and help Johnny at the same time.

Repeat this type of episode for the sake of the girls in the class. "Mary wants you to help her buy a dress. Annie has to baby-sit, and asks you to keep her company. Since you can't do both (everything) at once, what do you do?"

Ask the class whether they have had similar experiences. Allow them to elaborate on those experiences; try to avoid whatever moral issue might crop up in the discussion but do not shut it out completely. Keep the focus on the need to choose, when one cannot have everything he wants, or do everything he wishes to do.

A PONY FOR MY BIRTHDAY

OBJECTIVE #18: To learn to choose among things which are less preferred, if things I like most are not available.

MATERIALS: The accompanying playlet which calls for two actors: one to play the Mother, the other to play either the Son or the Daughter (dialogue can be adapted to either role.)

PROCEDURE:

The playlet is quite short, and can be read out loud to the class, if necessary, or acted out by older students.

Following the reading of the play, the teacher may ask the class for its evaluation of the Son's request and of the Mother's response. Elicit from the class that the Son's desire for a pony is far from uncommon and is certainly understandable. Also elicit from the class that the Mother's reactions are quite normal and that the logic of the argument is with her; and that she has offered her son a choice of other pets.

The question which follows is: "What kind of pet would you want, if you were the Son of the playlet and could not have a pony?"

The teacher might ask each child, as he or she responds, to write his or her choice on the blackboard; or the teacher might do the writing herself, as she must for the 1st Graders. The responses will include, probably, a cat, a dog, a canary, a parakeet, a hamster, guppies, etc. The teacher may then elicit from the class that all these pets make for companionship of one kind or another, active or passive, and such remarks as "a dog is a boy's best friend."

The teacher may then return to the pony and ask why the pony would not be an especially good pet for people who live in the city, or even in some suburbs.

From here, the teacher may elicit from the class that there are reasons, too, why certain pets they have selected for the Son's "second choice" may not be good for city dwellers, or for their particular homes. For this exercise, the teacher might take one suggested pet at a time ; if there is sufficient time, the teacher

might have the children write the key word (negative in all cases) next to the name of the animal or bird or reptile (already on the blackboard).

For the dog, for example, the teacher will most likely elicit "the need to walk him in the morning, when one is in a hurry to get to school; and again at night, when it might be dark"; there may be rules in particular apartment houses prohibiting the keeping of dogs; there is the constant task of feeding the dog; there may be a lack of room for a dog, particularly a large dog, etc., etc.

For the cat, it may be the scratching of furniture, the cleaning up of the messes it makes, the fear that it may scratch the baby, the fact that cats don't make the best of companions, etc., etc.

For the hamster, the rabbit, the parakeet, etc. there will be other negative suggestions.

(Limit the number of pets considered by the class so there will be time for the class to draw the conclusion desired for this activity.)

All the negative elements spoken and perhaps listed, the teacher may then pose the question: "How shall we advise the Son of this play we have just read? Which pet would you choose, the one you have to walk before you have to go to school, the one that scratches the furniture, etc.?"

Before the children respond, the teacher might suggest that the class consider both the positive and negative qualities entailed in acquiring each kind of pet mentioned.

The teacher might then call on individual children for their choices, asking each to tell why, despite all negative elements involved, he or she has reached his or her decision.

Follow this exercise with questions to elicit from the children that they have not only been involved in selecting a pet for the Son of the play, but that they have also learned how to choose something less preferred because what they liked most was not available.

The teacher may then suggest that there have been other areas in the lives

of the children, and that there would be more, where they had to and would have to make choices among less preferred options.

The teacher might then ask, for homework, that each child bring in a small account (it need not be more than two or three sentences) in which he or she has been confronted with the task of making and/or taking a "second choice."

This homework, written for the 5th Graders, oral for the capable 1st Graders, will be the material for the second session of the OBJECTIVE LESSON.

THE PLAYLET

SON: (Watching Television) I'd like to have a pony like that.

MOTHER: Why don't you wash up, Johnny. Your father will be home soon and dinner is almost ready.

SON: I have a birthday soon, Mamma.

MOTHER: I know. Why don't you turn off that television?

SON: In a couple of months, I'll be eleven years old.

MOTHER: Old enough to listen to your Mother. Now turn the television off and get washed up. Your father will be home in ten minutes.

SON: I'd like a pony for my birthday. That's what I would like. A pony like the one on TV.

MOTHER: A what???

SON: A pony. Like the one on the screen. Look.

MOTHER: Are you out of your mind? Get yourself washed up, Johnny. And hurry up about it!

SON: Why can't I have a pony?

MOTHER: What are you, a cowboy or something?

SON: Just a little pony. I'd take good care of it.

MOTHER: Where? Are you going to walk it up the stairs and keep him in the bathroom?

SON: Everybody has a pet. Why can't I have a pet.

MOTHER: You can have a pet. But a pony? Where are you going to feed it? Where is it going to sleep? In your bedroom?

SON: You just don't want to give me anything I want. That's all. I want a pony for my birthday and you just won't give it to me.

MOTHER: Listen, Johnny. Your father is coming home very, very soon. He is going to be very, very tired. He works hard all day and I don't want you to give him any grief. Not one word about this crazy idea of yours. Do you hear me? I don't want to hear that word pony any more.

SON: I never get what I want. I wanted a pet for my birthday and I just can't have it.

MOTHER: Oh you can have a pet all right for your birthday. But not a pony.

SON: What kind of pet can I have?

MOTHER: You think about it, and let me know.

SON: Any kind of pet?

PLAYLET (CONT'D)

MOTHER: Any kind of pet we can live with. Now turn off the TV and hurry up and get washed. Your father will be home any minute now.

SON: (Turning off the TV) I sure would like to have a pony. I wonder what kind of pet I could have instead.

1.18.1 Two Pesos for Catalina
1.18.2 Choosing
1.18.3 Three Wishes
1.18.4 Disappointment
1.18.5 Say Yes!
1.18.6 Guessing games
1.18.7 Birthday

SPECIFIC OBJECTIVES

18. To learn if I can't have everything I want, I must choose.
20. To learn that when I have to choose, the more choices open to me, the greater the chances of my finding something I like.
5. To learn that if what I like lasts longer, it's even better.

EXPLANATION

The readings accompanying this lesson are to be used to teach all of the listed objectives. The lessons may be spread over a number of sessions.

DIRECTIONS

1. The teacher can read the story "Two Pesos for Catalina" to the class. Afterward the following questions can be discussed.

   a. Why didn't Catalina buy everything she saw? (Because she had only tow pesos and therefore had to make a choice.) This is objective No. 1. Ask students for experiences of their own wherein they had to limit their choice. Do this briefly.

   b. Why didn't Catalina buy the flowers? the pancakes? the clay toys? (Because they would not last very long. Moreover, she wanted to know what else there was that she might choose from. The more one knows about the choices that are open to him, the more likely it is that he will choose what he finds most satisfying.) Objectives 2 and 3. Elicit greater satisfaction in duration of pleasure and greater satisfaction potential in knowledge of choices available.

   c. After Catalina bought the shoes, what did she buy next, and why? (She bought candy, because this was what she wanted next and what she could afford.)

2. The teacher can read the poem "Choosing" to the class. The poem nicely illustrates the difficulty of making choices. Perhaps children would like to memorize the poem. They also may want to add more lines or make up other poems about other difficult choices. Elicit difficulty of choosing by asking gneral questions about point of poem. Then elicit objective one by asking class how they think the problem will be solved.

3. The teacher can read the story "The Three Wishes" to the class. The story might also be acted out by the class, with the children either playing the story as they remember it or pantomming it as the teacher narrates. If they act it out, very few props will be required; a table and two chairs, a few dishes on the table, a paper sausage. The necessary characters would be the poor man and his wife, the good fairy, and an "invisible" creature, possibly dressed as a ghost, who flings the sausage to the table, fastens it to the poor woman's nose, and later whisks it away.

   A discussion following the presentation of the story should bring out the importance of making choices as thoughtfully as possible. Certain choices open the way to many other choices, and certain choices close the way. In the story the poor man carelessly

wished for something that could be consumed immediately. How much better off he would have been if, instead of a sausage, he had wished for a farm with pigs that could be made into sausage! He should have wished for the kind of goods or situations that would have created better conditions for himself and his wife for a longer period of time. The children should be led to discover that the story shows something that we all do quite often: we spend our money or resources for quickly consumed trifles. Children often spend their pennies and nickels for candy and gum that are gone in a moment but if they saved their money for a week or a month or more, they could by a doll or airplane or some other toy that would give greater and more enduring satisfaction. As a secondary point, the discussion may focus on the importance of thinking before speaking.

Pupils might want to try to retell "The Three Wishes" with the poor man and his wife making wiser and more creative choices, which would provide a new outcome to the story. Unfortunately, the success stories will not be as amusing, but they will help the children to see the variety of choices available and the importance of making wise choices. The teacher should avoid placing exaggerated emphasis on the difficulty of making choices; he should rather emphasize the need for making thoughtful choices. The teacher might have the children draw pictures to illustrate "The Three Wishes" in comic-strip fashion.

4. Children can tell stories about experiences they have had in which they were disappointed in the things they wished for. For example, how many children have urged their parents to buy certain foods because of the prizes inside? What were some of the prizes they received? How long did they last? How many of the children were disappointed? Why? The exercise should help the children, on the basis of their own experience, to see the need for good thinking before making choices.

5. (This is an optional issue.) The teacher can discuss with the class the questions whether parents should say yes to whatever children ask for. To aid children in seeing that wishes should be reasonable and that parental direction is sometimes needed, the teacher might cite some funny examples of children's wishes which could prove harmful to them, sich as eating only cake, not going to bed, and so on.

6. The class can practice choice making in the following guessing games.

   a) <u>Teacher</u>: I am thinking about a little girl who is going to a party. What do you think would be the most important to her? A nice dress? A pair of skates? Some bubble gum?

b) Teacher: I am thinking about a child who is going on an all-day hike. What do you think his first choice would be? A book? A lunch? A portable radio? (If a child chooses the portable radio, the teacher points out that as long as the person can go hungry without injuring his health, the portable radio would not be a bad choice; but the person would have to be aware of the possible discomfort of hunger.)

c) Teacher: I am thinking of a man who was caught in a rain-storm. What would he want most? A box of candy? A raincoat? A kite?

d) Teacher: I am thinking of a woman who is bothered by mosquitoes. What would she wish for most? A jar of honey? A flashlight? Mosquito-repellent oil?

e) Teacher: I am thinking of a man whose car ran out of gasoline. What would he want most? A hot dog? Some gasoline? A new hat?

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7. The pupils can pretend that they are each having a birthday the next day. Each child can draw a picture of a gift that he would want. They can assemble these pictures into an exhibition entitled "The Gift I Want." Afterward the teacher should ask the children to study the pictures on page 194 of the text, "Choices I Can Make."* When they have examined all the possible choices, the class should be asked how many of them have now changed their minds. The teacher can ask individuals to tell about their initial wishes and their new choices. This activity should help pupils discover that lack of information limits choices and that knowledge broadens choices. (Objective No. 20)

*Picture will be attached.

THE THREE WISHES

A Swedish Tale

There was once a very poor man who lived with his wife in a humble little cottage. Every day he went into the forest to chop wood. One day when he was in the forest he said to himself, "Oh, dear, I am so unhappy! I am poor, and I have to work so hard all day long. My wife is hungry and I am hungry too. Oh, I am very unhappy indeed!"

At that moment a beautiful fairy appeared before him. She said to him, "My poor man. I heard everything that you just said. I am very sorry for you and would like to help you. Ask whatever you like, and your first three wishes shall be granted."

Then just as suddenly as she had come, the fairy disappeared.

The poor man felt very happy and he said, "I shall go home and shall tell my wife how the fairy has granted me three wishes."

He hurried home and called to his wife, "Wife, wife, I am very happy because a beautiful fairy came to me in the forest and she said I could have three wishes. 'Ask for anything you like' the fairy said 'and your wish shall be granted.' Oh wife, I am so happy."

"I am happy to," said the woman. "Come, let us go into the house, my dear, and let us decide what our wishes shall be."

The man went into the little cottage and sat down at the table. "I am hungry wife," he said. "I would like some dinner. While we eat, we can talk about the fairy and the three wishes."

The poor man and his wife sat down at the table and started to ear their dinner, and to talk about the good fairy's promise.

"We can ask for great riches if we want to," said the man.

"Yes," the wife agreed, "we can ask for a beautiful house"

"We can even ask for a whole empire if we want to," said the man.

And his wife replied, "Oh yes, we can ask for pearls and diamonds by the hundreds."

"We can ask for a big family," the man added --"five boys and five girls."

"Oh, I would prefer six boys and four girls," insisted the wife.

The man and the woman went on talking like that, but they couldn't decide what three wishes would be the most sensible of all.

The man ate his soup in silence and looked at the dry bread on his plate, "Oh, I wish I had a great big sausage for dinner!" he said.

At that very instant a great big sausage fell onto the table. Naturally, the man was very surprised to see the sausage and so was his wife.

"Oh, husband," the wife said, "you have been very foolish. You asked for a silly old sausage and so one of the wishes has been granted. Now there are only two wishes left."

"Yes," said the man, "I have been very foolish. But we still have two wishes. We can ask for great riches and an empire."

"Yes," his wife agreed, "we can still ask for riches and an empire, but we can't ask for ten children. And it's your fault for being so foolish. It's your fault for demanding a sausage. You would rather have a sausage than a big family."

The poor woman went on talking like that, complaining, and saying over and over again, "It's all your fault for being so foolish!"

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Finally the man lost his patience and said, "I am tired of your complaining! I wish the sausage were hanging from the end of your nose!"

The next second the sausage was hanging from the end of the wife's nose. Naturally, the poor woman was greatly surprised and so was her husband.

The woman started to complain again more loudly than before. "Oh, my husband," she said, "you have been very, very foolish! First you asked for a sausage and then you wished that the sausage were hanging from the end of my nose. That makes two wishes. Two foolish wishes! And we have only one left!"

"Yes," the man agreed, "but we can still ask for great riches."

"What good are riches," the woman complained, "if I have a sausage hanging from the end of my nose? Why, I look ridiculous, and it's all your fault."

The poor woman started to cry, and the poor man said, "Oh I wish that sausage weren't here at all!"

Instantly, the sausage disappeared, and the man and the woman were right back where they started, as poor as ever. They both complained, but it didn't do them any good, for they had used up their wishes.

The three wishes had been granted, and still they had no riches, no empire, no pearls and diamonds, no little boys and no little girls.

And they didn't even have any sausage for dinner!

CHOOSING

by Eleanor Farjeon

Which will you have, a ball or a cake?
A cake is so nice, yes, that's what I'll take.
Which will you have, a cake or a cat?
A cat is so soft, I think I'll take that.
Which will you have, a cat or a rose?
A rose is so sweet, I'll have that, I suppose.
Which will you have, a rose or a book?
A book full of pictures! Oh, do let me look!
Which will you have, a book or a ball?
Oh, a ball! No, a book! No, a----------
There! Have them all!

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

COLORS

OBJECTIVE #19: To learn that when I have to choose, the greater the number of choices open to me, the greater are my chances of finding something I prefer.

MATERIALS: Three boxes of crayons: Two colors in the first box;
Four colors in the second box;
Seven colors in the third box;

Cartoons: (To be colored -- some in series):

1a. House with a sign: PUPPIES SOLD
1b. Pet Fish Store
1c. A General Pet Shop

2a. Book-Rack in Drugstore
2b. A Bookshop
2c. A Library

3a. A Pretzel Stand
3b. A Frankfurter Stand
3c. A Restaurant

4a. Girls Playing Potsie on Sidewalk
4b. A Playground or a Park

5a. A Strect Carousel
5b. Fair Grounds

6a. Automobile with "FOR SALE" Sign
6b. A Used-Car Lot

PROCEDURE: (For Both 1st and 5th Grades)

The teacher may announce that the class will do some coloring, and perhaps some drawing, at this session.

She will then produce the three boxes of crayons and announce that the children will be allowed to use only one color for this exercise, but each will have the opportunity to select the color he or she likes best. Then, one at a time, each child might be asked to come to the front of the room to quickly choose a crayon from three open boxes.

Once the crayons have been selected, the teacher might ask, by a show of hands, how many found the crayon he or she preferred in the box of two colors, of four colors, of seven or more colors. (The teacher might have made a mental count of

this activity before she asked the question. In any case, a considerable majority of the children must have taken their favorite (preferred) color from the box with most colors.

The teacher might then elicit from the class why most if not all of them found their preferred colors in the box with most colors: the greater the number of choices, the greater the chances of finding something preferred.

Follow this with the question: "Is this true (the greater the choice, etc.) about other things we want, other things we want to do?"

If the children respond to the question allow them to develop on the theme with their own stories. If not, and in any case once their stories have run out, distribute the first cartoon to the class (the one about pets.)

Elicit from the class the intention of each cartoon. (For 1st Graders, the teacher may need to read the different signs: PUPPIES FOR SALE, FISH, PET SHOP.)

Now the teacher might ask what might be purchased at each of the places exhibited in the cartoons.

Next, the teacher might ask: "In which of these places would you be most likely able to find the pet you would like?" Or, "Which place offers you the greater choice of pets?" or a combination of both questions.

With the response of the class, the teacher might elicit from the children that this experience is a duplication of the crayon-choosing experience; then, again from the children, the teacher should elicit a repetition of the objective of the activity: the greater the choice, the greater the possibility of attaining or obtaining what one wishes to attain, or obtain.

The teacher might then produce the second series of cartoons, ask for their reading, then question the class: "In which place would you most likely find a book you would like to read?" Follow the class's response, as with the cartoons of the pets, eliciting from the children that the greater the choice, the greater the chance of getting what one wants to have (prefers).

The third series of cartoons asks for the same procedure: the reading, the

question (this time: "Where are you more likely to find something you prefer to eat?"), and the same conclusion (elicited from the children): the greater the number of things among which you may choose, the more likely you will find what you prefer most.

The fourth set of cartoons will give the class the opportunity to come to the conclusion that it is more likely to find preferred playing activities in a place which offers more possibilities for different kinds of play. (We can only play potsie or hopscotch or jump rope on the sidewalk, or play a dangerous kind of punchball in the street; we can play potsie, hopscotch, jump rope, play ball in the park, and much more.) Elicit from the class again the objective of this activity.

The fifth set of cartoons allows the class to come to the conclusion that the street-carousel offers amost limited choice of preference, when compared with all the possible rides from which one may select a preferred ride on the fair grounds. Again elicit the activity's objective from the class.

The procedure with the sixth set of cartoons, the same as with the other sets of cartoons, permits the children to develop that "if my father wants to buy a used car, he will have a greater chance of finding what he would like in a used-car lot." Again, the objective of the activity might be elicited from the class.

If there is time, the teacher might go on to other areas to develop the theme of this activity; or she may limit the number of cartoons used in this session and move earlier into the following areas for exploration.

"In what kind of store would you more likely be able to find the doll you would like to have, the kind of ice-skates you've always wanted, the automobile kit or the airplane kit you want to buy?", the teacher might ask. Encourage the children to name stores and shops in which they have made purchases or wished to make purchases. (Such specific reference is likely to fix the image desired and make for more realistic discussion.) From the discussion it will be obvious to the children that the greater the opportunity for selection, the greater possibility for finding the toy, game, etc. which is their preference. Elicit this response.

The next area in this discussion might be friendships. "Where do we find people who become our friends?" the teacher may ask. Aid the responses of the children, eliciting from them that we find these people wo become friends in our apartment houses (projects), on the street, in the playground, in school, in our own classes. The teacher may then as, "Who are your friends now, and where did you meet them?" Allowing any number of children to respond to the question, the teacher may then ask, "Where did we meet most of our friends?" The answer, most likely, will prove once more that where the numbers are greatest, the chances for obtaining that which we prefer (in this case a number of friends) are greatest. Elicit this response from the children to keep fixing the objective of this activity.

The final area for this discussion, again if there is time, is JOBS. The nature of this discussion will have to be defined by the individual teacher, and will depend upon the maturity of her class.

"How many of us like to do housework," the teacher might ask, "cleaning up a room, washing dishes, drying dishes, taking out the garbage?"

The question is more or less rhetorical but allow the children to expand on their dislike of housework, perhaps offering other examples of housework they find distasteful.

The teacher then might suggest that while housework isn't the pleasantest of tasks, it has to be done, and everyone in the family ought to do his or her share of it. (It might be better procedure to have this concept elicited from the children themselves.)

Then, the teacher might elicit from the class that it has little if any choice in the housework assigned. She might also elicit from the class that there are certain home chores it would prefer, if the preference wer allowed. (Perhaps painting, when Father decides to redecorate a room, perhaps washing or waxing the family car, perhaps cooking or baking.)

The teacher might then elicit from the children that there are certain jobs

in the house, or around the house, which are not so obnoxious.

Whe might then elicit from the chilfren that the main difficulty they find with housework is the limit put on their possibl choices in this area; that if they were afforded a greater number of options, they might very well find a chore they actually prefer doing.

Once more we have reached an understanding to which this activity has been directed: the greater the number of choices open, the greater the chances of finding something preferred, and in this case, the teacher may stress, even in a negative situation.

From here, again if there is time and the children mature enough, the teacher might introduce the question of adult jobs and careers.

"Do you think," she might ask, "that the lesson we have learned today: the greater the number of choices, the greater the possibility of attaining a preference, has anything to do with the jobs we would like to have, or the professions we would like to enter, when we are grown-up young men and young women?" The question is more of less rhetorical and the teacher will probably have to follow it by asking the children what they think is necessary to get a good job or to become a doctor, lawyer, engineer, etc.

Elicit from the children the need for training, good education, the development of one's craft, etc.

"Of course," the teacher might say, "none of these guarantee a good job or position, but what about your possibilities, if you have the education, the training, the craft?"

The teacher might then elicit from the children that the more education, training, development of craft, etc., the more the possibilities of choice will beopen to them as young adults. Elicit, too, from the children that what they have discovered to be true in obtaining their preferences in things, friendships, etc., is no less true in this most important area of their young lives.

Have the children repeat the objective of the activity: the greater the number of choices open to me, the greater are my chances of finding that which

I prefer.

Now, for the final activity of the session, the teacher might distribute the rest of the crayons to the children and ask them to color those cartoons (on their desks) which offer the greater number of choices for buying a pet, finding a book to read, food to eat, etc., etc.

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DANGER!

OBJECTIVE #20: To learn that there are things I must do even though I dislike doing them.

MATERIALS: Pictures or cartoons:

1. Man parachuting out of a burning plane.
2. Driver of an automobile faced by a "DETOUR" sign.
3. People (preferably children) wathching an electric storm from inside a house, the windows shut tight.
4. People in rowboats (or the like) moving through flood-waters which have submerged their houses (houses partially visible).
5. Any similar scene, in whish emergency or disaster necessitates a prescribed action.

PROCEDURE: (For both 1st and 5th Graders, the 1st Grade procedure always keeping im mind maturity differences to guide the depth as well as range of discussion.)

The teacher might begin by announcing that for the past several sessions the class has been discussing the activity of choosing. She may elicit the different objectives learned in these previous sessions (if I can't have everything I want I must learn to choose; I must learn to choose among things which are less preferred, if things I like most are not available; I must recognize that the greater the number of choices open to me, the greater are my chances of finding something I prefer). If the responses do not come quickly enough, the teacher might help the class to find them, or state the objectives learned in this area, herself.

Then the teacher might ask, "Are there times when we do not have the opportunity for choice?"

The teacher may be satisfied with a show of hands or with some brief responses on the part of the children. (There is the possibility, particularly with a bright class that the responses of the children will prove more than enough to develop the objective of this activity. In such cases, if the teacher wishes to follow the procedure indicated below, it would be better to make the initial question entirely rhetorical, or answered by the show of hands.)

The teacher might then exhibit the first picture (or cartoon) and ask the

class for a reading of the story it tells. Follow this with the question: "Did the pilot of the plane (or anyone else in the plane) have any choice in the situation depicted?" Allow for some brief responses.

Next, the teacher might exhibit the picture or cartoon of the driver of an auto confronted by a "Detour" sign. Ask the class for a reading of the picture or cartoon. Elicit from the children the frustration of the driver. Ask the children to relate experiences of their own with "Detour" signs. Elicit from the children that the driver simply has to find some other way for getting to his destination. Elicit from the children that the driver of the car has no other choice.

The teacher may then exhibit the third picture or cartoon, of people (preferably children) watching an electric storm through the windows of their house. Ask for a reading of the story. Ask the children for their own experiences with such storms. The teacher might also elicit from the children their reactions to thunder and lightning (perhaps the fears, sense of excitement, etc.) Then the teacher may ask the class whether the people have any choice, if they wish to avoid getting wet or courting danger, except to stay indoors. (The "getting wet" and "courting danger" may be omitted from the question, to allow the children to supply those details.) Then, elicit from the children that in this situation the people of the cartoon or picture really have no choice but to remain indoors.

The exhibiting of the fourth cartoon or picture (or any similar) will depend on how much time there is for the activity session. (Also, the fourth cartoon or picture may be substituted for any of the first three, the choice remaining with the teacher who can best judge which cartoons or pictures are most appropriate for her class.)

If this fourth cartoon or picture is shown, again have the children read the story of the flood and the necessity of using the boats. It might be in order to have the children talk about the cause of the flood and what happens to the land and houses and livestock, but keep this discussion brief, since it is

not essential to the activity. The children, however, might be asked to comment on the dangers created by the flood. The teacher may then, once again, elicit from the class that the people in the boats were confronted by a situation in which they were offered no other choice than to escape from the flood with their lives.

Once it has been established that certain situations offer us no choice, particularly disaster situations, the teacher might turn to those every-day situations in which people, and particularly the children of her class, find themselves without the opportunity for choice.

The teacher maight say, "We've seen how people had no choice about what they could do under certain very dangerous and trying situations. What about just ordinary, every-day things, when none of us really has a choice about doing one thing or another? How about getting up early in the morning to come to school?"

The children will react.

"All right," the teacher may say. "Let's play a game. I'll be Mother and you will be the children. I will speak and you will answer, <u>one at a time</u>, <u>as I call on you.</u>"

The teacher might then say, "Johnny, get out of bed. It's almost eight o'clock. You'll be late for school." (This could be developed into an ad-lib dialogue, the teacher speaking one statement at a time, responding to the responses of the children.)

In any event, the teacher will ask for the responses to this command to "get out of bed." Following which, she might ask, "Has Johnny really any choice in the matter?" Elicit from the children, most of all of whom certainly have experienced difficulty rising in the morning to go to school, for their stories in this area. Then elicit from them that rising early in the morning, except for Saturday and Sunday and holidays, is something which affords them no real choice at all.

The teacher might then ask how many children make their own beds before going to school. Ask those who do how they feel about the chore. Elicit from them that this is another thing they have to do, without any choice in the matter.

Next, the teacher might ask how many children like to go to school. Following perhaps an overwhelming negative response, the teacher may elicit from the children why they come to school. There will be among the responses, "My mother makes me;" "I have to;" "The truant officer will catch me;" but there will also be, "Because I have to learn." Disregard as much as possible the negatives and concentrate on the positive "Because I have to learn." Follow with questions about what the children learn in school, and for what it prepares them (higher education, skills, crafts, vocation). The teacher might conclude this section by asking, "If we want all this learning, if we wish to prepare ourselves for when we're grown men and women, to have good jobs, or professions, what is our only choice, or do we have a choice?"

Allow the children to elaborate on what is obviously an obvious response.

Briefly, then, the teacher might have the class discuss "homework" and, in a similar vein, elicit from the children that, if they wish to have the learning, preparation for future jobs, professions, etc., they have no choice but to do their homework.

Then the teacher might move the class into tits homes. "We already know that some of us have to make our own beds and have no choice in the matter. Are there other things we have to do in and around the house, in which we have no choice?"

The children may offer the responses to develop the theme. There is the dish washing chore, the taking out of the garbage, the shopping for some groceries; some children may be required to wash their own clothes, sweep the floors, wash the floors, clean the sidewalk, to baby-sit, etc. Very likely, some of these chores are optional in certain families, obligatory in others. Elicit from the children (who have obligatory chores) how they feel about these chores. Elicit, too, from them that they are given no choice in the matter; that they must do something though they dislike doing it.

There will be one more area for exploration for the 5th Graders. For the 1st Graders, this might be a good place to stop, to bring some positive thinking

and feeling into the session.

The teacher might take one of the chores which has been taking negative responses, let us say baby-sitting, and ask whether any children enjoy this "job". Elicit from the class some favorable comment. It would be good to get from one or more of the children a response which indicates a change of mind or attitude. For example: "I didn't want to baby-sit. I didn't like it. But now I do." From there, the teacher might elicit from the class that a situation in which a person has no choice at all about what he has to do may turn out all right, may turn out to be something he or she likes to do.

If there is time, this process might be repeated with other items in other areas of the activity discussion: rising early in the morning, doing homework, other household chores, etc.

Elicit again from the class that there are things it must do even though at times it dislikes doing them; but, elicit from the class again, sometimes it has a change of heart about the way it feels about these things it has to do.

FOR THE 5TH GRADE, before the above exercise, the teacher might entertain a discussion with relationship to jobs. Begin with jobs some of the children of the class may have: newspaper delivery, messenger work. Elicit from these children why they work (to make some pocket money, to save for something they want, etc.); then ask how many like and dislike their jobs; next, elicit from these children that they have no choice but to hold on to the jobs to get the things they want (pocket money, etc.)

Elicit form the class that there are some categories of work (at home) which are not called jobs, but really are. Elicit from the children the nature of these jobs. (Some children are paid to do house chores, in liew of an allowance.) Elicit from these children how they feel about this work, whether they have any choice about doing it, whether they do it, despite disliking it, to obtain things they want.

From there, the teacher might move into a more delicate area, asking the class whether it knows any adults who have no choice about their jobs. Let the children respond, if they can; then elicit from them the reasons these people hold on to their job.

Or, the teacher might limit the discussion ot the work of the mothers of the children, the household chores, have the children speculate on how their mothers feel about their chores (jobs) and whether their mothers have any choice about whether they do those chores or not.

Finally, as with the 1st Grade, the teacher might introduce some positive thinking and feeling. Here, follow the procedure prescribed for the 1st Graders, some paragraphs ba...

It should be good, too, to elicit fo.m the children the fact that certainly so far as jobs are concerned, it would be wise to be so well prepared, so well trained, etc., that when the the time comes for them to take on jobs, they will not be left without choice.

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BALLOONS & LOLLIPOPS

OBJECTIVE #21: To learn that if you do not make your own choice, then you will probably be left with something you do not prefer.

MATERIALS: Six or more balloons of different color or shape, blown up;
A box of small lollipops, perhaps enough to distribute to all the children in the class.

PROCEDURE:

The teacher should select six or more children, depending on the number of balloons she has prepared, one for each child selected, for the initial experience of the activity.

The teacher might then announce that she has chosen these children for a special kind of game, really an experiment. She may then have the children selected step to the front of the class, though, in this case, it may be better to have them remain in their seats, for reasons which will become obvious.

(It is important for the activity that one of the selected children is a child who, the teacher knows from experience, has difficulty making decisions. If there is no such child in the class, the teacher will have the opportunity to create the illusion that this particular child does in fact have difficulty in the area of decision-making.)

The children selected, the teacher may then exhibit the balloons which have been blown up, then call on the child she thinks will have a problem with choice, to choose the balloon he or she likes best. (It is necessary for the activity that the child make no immediate choice and the teacher must give the child perhaps no time at all to make his or her selection, saying something like, "Your time is up. Perhaps we'll get back to you." If the child is quicker than the teacher expected, then she will need to employ this procedure with the second or third child.)

The teacher will then call on the remaining selected children to choose the balloon he or she wants. The speed with which the teacher has acted with the "undecided" child and the doubt involved in the "Perhaps we'll get back to you",

should guarantee that the remaining choices for the remaining balloons will come quickly. This will be true for even the child who must choose from the remaining two balloons.

There is one balloon left and the teacher will now turn to the child who was "undecided" and say, "This is your balloon."

The child holding the balloon, the teacher might then ask, "Is this the balloon you would have chosen, if you had your pick in the beginning?"

(The child may answer in the affirmative but he or she would have some difficulty convincing his or her classmates of the credibility of his or her response.)

The teacher might then elicit from the class that the "undecided child" had waited too long to come to a decision.

This conclusion might be followed by eliciting from the children stories about their own experiences, waiting too long to make a decision. (Stop the relating of each story before the child comes to the cost to him or her of indecision.)

Next, the teacher might elicit from the class that indecision in choosing limits the possiblities of choice, as with the balloons experiement (as with perhaps the stories of their own experiences.)

Allow the children to expand on this understanding, again with their own stories.

The teacher might then elicit from the class that the "undecided child" of the baloon experiment was really left with something which he or she did not actually prefer.

Again, elicit stories from the children to illustrate the point.

The teacher may then elicit from the class the "objective" of this activity: if we do not make our own choice, then we are probably left with something we do not prefer.

(A bright class might suggest that there are other elements than preference which may go into the process of choosing, among them courtesy, generosity, etc. The teacher will not and cannot deny this, nor would she want to; but, she might

elicit from the class that while courtesy, generosity, etc., are certainly admirable qualities, it does not really alter the conclusion: that if we do not make our own choices, we will most likely end up with things, or even situations, we don't prefer.

The teacher might then, depending on how much time has already been consumed by the children's experiences with finding themselves with something they did not prefer because of their failures to choose, or choose quickly, introduce some familiar areas in which much of the same has occurred.

"How many have been to a big Thanksgiving dinner, watched the carving of the turkey, then been asked whether you prefer the light meat or the dark meat? How many have been left with the dark meat, when they preferred the light, or the light when they have preferred the dark?" "Why?"

Allow the children to tell their stories.

"How many have been asked what they prefer for dessert, which pie, apple, mince, pumpkin; or what flavor ice-cream, and said, 'It doesn't matter'?"

Again elicit from the children the results of their response, to reinforce the objective of the activity: no choice leads often to a choice which is not preferred.

Television programs, movies, Sunday outings, games the children play, all may be approached in a similar manner, eliciting from the children their different experiences and, again, a reiteration of the activity's objective.

The objective repeated, the teacher may produce her box of lollipops and ask the class whether it is ready to make its choice.

(There should be enough lollipops for everyone, even the last child, to make his choice.)

Call up the children, one by one, to pick the lollipop he prefers, repeating, if the teacher wishes, the objective the class has just learned.

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TEACHER'S PET

OBJECTIVE #22: To learn to make your own choice even if it is different from the choice of others.

PROCEDURE: (FOR 1ST GRADE: The teacher will read the playlet to the class)
(FOR 5th GRADE: The teacher will select students to read the playlet.)

The teacher should guide the discussion according to the level of the class, in the context of the suggestions that follow. It is a rather short script and, if the teacher desires, a second reading of the script by another set of children might help fix the characters, the situation and the questions which the playlet indicates.

"Johnny" of the playlet ends the dialogue of the script with "What do you think?"

The teacher might begin the discussion of the playlet (leading to the objective of the activity) with this question: "What do you think of Johnny, Freddie, Mary, Ann and Jane?" (The names may be lumped together since all these children represent one point of view.) To review the substance of the playlet, the teacher might ask how these children felt about Tony, and why. Next, the teacher might ask the class what kind of boy "Tony" was, and elicit from them stories of characters they know who are "just like" Tony.

Then, the teacher might ask why Alan was friendly to someone everyone disliked. Did Alan dislike Tony as much as the others disliked him? Did Alan feel sorry for Tony? Did Alan think that the other children were behaving in a cruel fashion towards Tony? Is it possible that Alan liked Tony, and just didn't say so?

To lead to a statement of the objective of this activity, elicit from the children a resume of the final action in the playlet: Alan walked off with Tony.

Then elicit from the children that Alan decided to go off with Tony, when all the others wanted to play ball.

Next, elicit from the children that Alan made a choice of his own, and different from the choice of the others.

Ask the children whether they have ever made choices which were different from all those around them, and whether it was difficult to make such a choice.

Encourage responses from the children.

(The courage involved in "going against the grain" may be touched on in these stories, but is not essential to the activity.)

(Moral values may be touched on, too, in this discussion but, again, are not essential to the activity.)

Ask the children, then, whether the Johnny, Mary, Freddie, Ann, etc., of the playlet will have any change of heart towards Alan because he made a choice which was different from theirs. Ask whether a change of heart is warranted in this situation and why, or why not.

Elicit from the children that making a choice different from others might entail some questioning on the part of others (Why did he do that?) and even some antagonism at times (He's another creep!) but that the one who makes that choice may be utterly correct in his action, and certainly feel good about it.

Following this discussion, the teacher may lead the class in the exploration of other areas in which perhaps they have had to choose "against the grain" or will have to so choose at some future time.

The girls may be invited to tell of the times they have bought a blouse, dress, skirt, when their companions have frowned on the pruchase; and to elaborate, telling how they felt about the experience and its aftermath.

The boys and girls might very well have stories about certain toys or games or sports equipment they have pruchased against the advice and counsel of their companions; and be asked to expand on their feelings at the time of the purchase, and after.

Some children may be playing a musical instrument and the choice of the instument was purely theirs and, again, without the approval of their friends and companions, or even their families. (Drums can make an awful noice and disturb the family. The violin, as opposed to the trumpet, saxaphone, etc., might be viewed

by others than the violin student, as effete. If any of the boys in the class attend a dancing school by their own choice, the teacher will have a holiday of a situation for an impassioned discussion.)

Truancy may or may not be an appropriate area for discussion with some classes but, if it is appropriate, the teacher should be able to elicit from the children (after asking them to omit names) experiences in which they have succumbed to suggestion or pressure and played hookey; or resisted the suggestion and pressure and, of their own choice, though perhaps unpopular with their companions of the time, decided that hookey was not for them.

It might be possible, with older children, to explore job and career choices which have been made against the wishes and advice of friends and, particularly, parents. There may be stories here. Somebody who became a veterinarian despite family opposition; the doctor's son who wanted to become a ball-player; the ball-player's son who became a dancer. (If the children are not able to provide such stories, and if there is time, the teacher might provide such stories herself.)

Finally, again if there is time, the teacher may have a third cast read the playlet.

In any event, the teacher would close the lesson by eliciting from the class, once more, the objective of the activity: one must learn, one must be able, to make a choice even if it is different from the choices of others, or even if it is unpopular with others, as "Alan" did.

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TEACHERS PET

CAST: Johnny, Mary, Freddie, Ann, Alan, Jane, Tony

SET: Park, street or playground, after school. All in cast, except Tony, are playing ball.

****

JOHNNY: Here comes Tony.

MARY: That creep!

FREDDIE: Let's get out of here. That Tony is one guy I don't like.

ANN: Why should we go? Let him come. We just won't pay any attention to him.

JANE: Teacher's pet!!

JOHNNY: He knows we don't like him. Why is he coming here?

MARY: Don't look at him. Maybe he'll go away.

TONY: (Entering) Hello. Hello, everybody.

ALAN: (Who is the only one to answer) Hello, Tony.

TONY: What are you doing? Playing ball?

FREDDIE: What do you think we're doing? Taking a trip to the moon?

TONY: I was just asking.

MARY: Then don't ask.

ANN: You mind your business and we'll mind ours. Teacher's pet.

ALAN: (To Tony, who is about to leave) Wait a minute, Tony.

JOHNNY: (As Tony stops) What for?

ALAN: Because I want to speak to him.

MARY: That creep?

ALAN: (Ignoring Mary) Where are you going, Tony?

TONY: Oh, I thought I'd go home and maybe do a little homework.

TEACHER'S PET (CONT'D)

JANE: Teacher's pet. You always do your homework, don't you?

TONY: Sure.

ALAN: What's wrong with doing homework?

JOHNNY: Come off it, Alan! Let's get back to the game we're playing.

ALAN: (To Johnny) Hold on a minute. (To Tony) Do you want me to come along with you?

FREDDIE: Now I've heard everything.

TONY: (To Alan) If you like.

ALAN: O.K. Let's go. (To all the others) I'll see you later.

(ALAN AND TONY EXIT)

ANN: What do you think of that?

JANE: Alan going of with Tony. I can't believe it.

JOHNNY: Now why would he do a thing like that? Nobody here likes Tony.

FREDDIE: Nobody. And here we're playing a game of ball and Alan goes off with that creep, Tony. Why would he want to do that?

JOHNNY: He'd rather go off with that Tony than play ball with us. He must be sick or something. What do you think?

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WAITING

OBJECTIVE #23: To learn that waiting is sometimes involved in obtaining many things I like.

MATERIALS: A sheet of cartoons or drawings, with space under each cartoon or drawing, a space which will allow the children to make a notation (short).

THE CARTOONS:

1. An ice-cream cone
2. A piece of pizza pie
3. Ice-skates
4. A hot-dog
5. A turkey dinner
6. A bicycle
7. A package of chewing gum
8. A team-sweater
9. A trip to Disney Land (or World)
10. A wrist watch
11. A yo-yo

(The cartoons may be arranged in columns of three, allowing for one blank space which may be utilized at the end of the activity.)

(Since the activity deals with things children want, the teacher may have substituted for any one or any number of the cartoons a cartoon or drawing more suitable to the character of her class.)

PROCEDURE:

The teacher will distribute the sheets of drawings or cartoons to the children, announcing that the class is going to take a kind of poll.

The teacher will then ask the class for a reading of each cartoon just to assure that the children understand the intention of each.

Using the blackboard to illustrate, the teacher will then announce that the class is going to vote on each of the pictures on their desks. They are going to use three numbers: 1, 2 and 3. They will write one of those numbers, 1, 2 or 3, under each cartoon, in the space alloted for the writing. Now, the teacher will explain, each number, 1, 2 or 3, will tell us just how long you are willing to wait to get each thing drawn in the cartoons in front of us. The number 1, if that is the number you will write, will tell us that you are willing to wait not at all, or no more than half an hour for the item drawn in the cartoon. If you write the number 2 under the drawing, it will tell us that you are willing to wait as long as a week to get what is drawn in the cartoon. If you write the number 3, then you will be telling us that you are willing to wait a long time, perhaps two or three months, perhaps six months, to get what is drawn in the cartoon.

It might be best for the teacher to repeat the instructions, illustrating just what she expects the children to do. She might use a pencil (drawing a pencil on the board perhaps) and have the children respond with the number 1; write the number 1, and announce, at the same time, that the number 1 indicates that the class is not interested in waiting at all for the pencil. She might follow this example, similarly, with something somewhat more desirable, perhaps an inexpensive game, to illustrate the something for which the children might be willing to wait a week or so (Number 2). Finally, she might write out the word, or make a drawing on the board, of something for which the children would be willing to wait a long time; have the children say that they would be willing to wait a long time, if they knew after that long time, they would receive the plaything.

With the children certain of the task before them, all their questions answered, the teacher, repeating the instructions once more, will ask the class to get down to its voting. (It might be a good idea for the teacher to move about the class to see whether all the children are performing as desired.)

The balloting done, the teacher, with the aid of the children if possible, will then begin to do the tallying. She might prepare three columns on the blackboard, numbering them 1, 2 and 3. In each appropriate column, as the results of the children's voting is announced, she might have a child write the particular item upon which the vote was taken. (In the case of younger children, she will probably need to do the writing herself.)

The first question the teacher will ask is, "How many wrote the number 1 under the ice-cream cone (the first picture in the upper left-hand corner)?" She will make her count, then ask, "How many wrote the number 2?" Then, "How many wrote the number 3?"

"The majority," she will then announce, "voted number one," and she will call on a child to write "ice-cream cone" on the blackboard, in the column marked "Column 1."

She will repeat this process with all 11 cartoons. (Of course, with the 1st Grade, the teacher may have to do all the writing herself.)

With the tally completed, the teacher might then elicit from the class that the items in Column 1 are things which they like, but not so much that they would be willing to wait around for, for any length of time; they are things to which they attach neither great value nor importance.

The teacher might then move to Column 2, have the class read the list, then elicit from the children that they like the itemized things somewhat more than those in Column 1, and would be willing to wait a few days to get them. The teacher might also elicit from the class that the items in Column 2 are somewhat more tasty, more desirable, and more difficult to procure than those in Column 2. (The teacher might have the children stress the fact that the Column 2 articles are more difficult to procure than those in Column 1.)

Finally, in evaluating the tally, the teacher will have the children read the list in Column 3. She might elicit from the class that these items are the most difficult to attain, and that they are certainly more important than those in either of the other two columns. She might also elicit from the class the different lengths of time the children would be willing to wait, assured that they were to receive at some time the articles listed in Column 3.

The teacher might then elicit from the children how they would feel, waiting to receive these items, taking perhaps one of the items at a time. She might then call on the children to evaluate that waiting time.

Next, she might ask the class for stories in their own experience, in which waiting has been necessary to obtain the things they wanted, and again to evaluate that waiting period.

Finally, for the final note in this section of the activity, the teacher might elicit the objective of the session: sometimes we have to wait to obtain the things we want.

The teacher might ask how many have learned this objective from past experience. (This will be a reiteration, since they may already have told their own stories to illustrate the point; but it is worth repeating.)

The teacher might then ask how many have learned this objective today? (Really a rhetorical question to emphasize the objective of the activity.)

The teacher might then ask the children whether there are any days in the calendar in which some of their waiting for things they want come to a happy end.

The teacher may then indulge the class in stories of their waiting for birthdays and Christmas.

Are there some things we can't touch or hold that we wait for, sometimes impatiently, the teacher might then ask, and elicit from the class stories of its expectations of holidays (both religious and laic) and the realizations of those expectations.

The 1st Graders might then be asked to draw in the blank square of the sheet of cartoons they have on their desks, something they would be willing to wait a long time for.

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PROBLEMS

OBJECTIVE #24: To learn that in addition to choosing what I want, I must do something to obtain it.

MATERIALS: A series of cartoon sets; two in each set, except for a blank in final set.

THE CARTOONS OR DRAWINGS:

1a. A child trying to reach a jar of cookies which are on a shelf and beyond its reach.

1b. The same child standing on a chair, with the cookies well within its reach.

2a. A young boy or girl, wearing a jacket or sweater and shoes, looking at a motor-boat which is anchored a short distance off-shore.

2b. The same young boy or girl, the sweater or jacket and shoes draped around his or her neck, wading in the water and towards the boat.

3a. A young girl with a bubble indicating that she is thinking of a fancy cake, perhaps a strawberry shortcake.

3b. The same girl in one or another of the acts involved in baking a cake.

4a. A young boy or girl, looking out on a barren stretch of garden, with a bubble indicating a garden of flowers or a vegetable patch.

4b. The same boy or girl in the act of preparing the ground for the garden or vegetable patch.

5a. A young person in a camping ground, with a bubble indicating thoughts of a hot-dog or marshmellow roast.

5b. The same person preparing a camp fire.

6a. A young person in a classroom, with a bubble indicating thoughts of graduation (cap and gown).

6b. The same young person hard at work, doing his or her homework.

7a. A young person, anywhere, but perhaps in front of a store window which contains expensive playthings (bicycles perhaps), with a bubble in which this young person is counting out a huge wad of large denomination bills.

7b. Blank

PROCEDURE: (FOR BOTH 1st AND 5th GRADES)

(The teacher may use all the cartoons indicated or only those she thinks best suited to her class. She may also have to limit the number of cartoons because of the time element.)

The teacher may begin the activity with an announcement to the effect that the class is going to look at some problems which they may have confronted in the past, or might confront in the future; and the way some people have resolved those problems.

The teacher will then distribute the sheets of cartoons to the children; the entire set, if printed on one sheet; one set at a time if, preferably, that is the way they have been set up.

The teacher will then ask for a reading of the first cartoon, the child trying to reach the jar of cookies; then elicit from the class that (1) the child has chosen to get herself a cookie or cookies and (2) that she is too small to get them.

The teacher will then call for a reading of the accompanying cartoon; following which she may elicit from the class that the child "found a way to get what she wanted." The teacher should then elicit from the class the specific action of the cartoon child (she found a chair on which to stand, she moved the chair to the closet or shelf, she stood up (or climbed up) on the chair.) The action or actions established, the teacher might elicit from the class that (1) the child had to do some thinking and (2) she had to exert some physical energy (work) to get what she wanted. The teacher might restate this last conclusion (if she cannot elicit it from the class) to read: It is not always enough to make a choice of things you want; sometimes, if not often, you must do something (mental or physical or both) to obtain what it is you have chosen.

The teacher might then follow the same procedure with the second set of drawings. (The order need not follow necessarily the order of cartoons as they are listed here.)

Following the readings of (1) the young person looking toward the motorboat in the water and (elicit from the class) not properly dressed to reach that boat;

and (2) the young person, having arranged his clothes so that they will not get wet, moving towards his target; the teacher might elicit from the class again that it is not enough to make a choice; one must exert some thought and energy to attain that choice.

The same procedure and conclusions may be drawn from the other set of cartoons, following the readings of them by the class, and eliciting fully the thought and action required in each instance to obrain the object of the particular choice.

The third set of cartoons indicates a young girl thinking of how pleasant it would be to have some strawberry shortcake, in the first panel; in the second, there is the indication of what she must do to get that strawberry shortcake.

The fourth set, in Panel 4a., shows a boy or girl dreaming of having a garden or vegetable patch; 4b. indicates the kind of work necessary to obtain that kind of garden or patch. Here the teacher might elicit from the class the various other kinds of labors (not shown in the cartoon) are necessary to attain this particular choice.

For Panels 5 and 5a., following the readings and interpretations by the class on the need to build a campfire, if one wishes a wienie roast, the teacher again might elicit from the class other labors involved in building the fire and the actual act of roasting.

With Panels 6 and 6a., following theprocedure indicated, the readings and the interpretations, the teacher might elicit from the class the various other elements which enter a successful attainment of the particular choice (cap and gown, graduation); such elements might include, punctuality, good attendance, good behavior, proper attention to homework, proper attention in the classroom, etc. The teacher might elicit, too, from the children that all these elements (attendance, behavior, etc.) require thought and other kinds of work, sometimes physical work.

The teacher might then ask the children for their experiences in this area, encourage them to tell stories which illustrate the objective; The need to "do something" to obtain something of their choice.

Most likely these stories will all be centered on material things, things to eat, things to wear, things with which to play. When these stories have been exhausted or consumed enough of the time of the session the activity permits, suggest to the children that there are other than material things they would like, have chosen to obtain in the past. "Perhaps there was a boy or girl in the class, or in the neighborhood, with whom you would have liked to become friendly, would you have had to do something about attaining that friendship?" "Has this ever happened with you?" "Did you ever lose such a friendship because y9u did nothing about it?" Have the children explore this area of the activity through stories of their own experience.

There are other areas in the lives of the children which, explored, should help fix the objective of this activity: the need to work to obtain one's choice.

"How many children wanted to organize a club or team?" "Could that goal have been attained without effort?"

The attainment of goals (choices) in personal relationships may be explored, too.

"How many children want people to like you?" "How many choose to be liked?" "How many have put some effort into obtaining this choice?" "Tell us about that effort and how you succeeded in getting what you had chosen to get.

(The attainment of choices involved with emotions may be extended to cover a second session for this activity with 5th Grade children and older children. On the other hand, this area of discussion may be serverely limited depending on the maturity of the class and the teacher's purpose, inasmuch as the parameters of the whole series of activities is geared to the practical rather than the emotional.)

In any case, to sum the up the activity, the teacher might have the class review each set of panels to have the class repeat, with each set of panels reviewed: "In addition to choosing what I want, I must do something to obtain it."

Finally, the teacher might distribute the last set of cartoons: (7a.) the young person standing in front of a store window and thinking of what he would buy, as he imagines himself counting out a huge roll of bills; and the blank 7b.

The teacher then, depending on the time remaining in the session, might ask the children to draw their own cartoons for 7b, or draw them at home as homework.

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THE MONKEY

OBJECTIVE #25: To learn that there is usually more than one way (many ways) to get what I want.
#26: To learn that more alternative ways of getting what I want increases the chances of my getting it.

MATERIALS: (For 1st Grade) Cartoons

PROCEDURE: (For 1st Grade)

Show cartoon to class. A puppet show of this episode can also be used. The Teacher will need to help explain what is going on.

A scientist is standing in a test room with a pencil and pad to record an experiment he is conducting with a chimpanzee. There is a banana hanging from the ceiling out of reach of the chimp, but there are boxes, sticks and ropes lying on the floor with which the chimp could reach the banana. The scientist wants to see how the chimp goes about trying to get the banana. The chimp solved the problem by climbing on the scientist shoulders and grabbing the banana.

Ask: "What did the scientist expect?
What went wrong with the scientist's experiment?"

Elicit: He hadn't thought of all the possible ways the chimp could get the banana.

Ask: "What could you learn from the chimp in this experiment?"

Elicit: Usually many way of getting what we want.

Ask: "Sometimes you've had to stop and figure out other ways of getting what you wanted when one way didn't work. Tell us about some that worked and some where you couldn't figure out a way of getting what you wanted."

Have another class member think of alternate ways to achieve a goal where the student had explained that he was unable to figure out a way to get what he wanted. Try to draw "examples" from as many areas as possible - home, play, school, world of work, etc., to enhance generalization. Finally, elicit objective 1 as a summary.

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WORKING

OJBECTIVE #32: To learn that we like to work (as well as play) and to learn why there are kinds of work we especially like to do.

MATERIALS: A model airplane, an unfinished pot-holder, a package of shake-and-bake, crayons, clay.

PROCEDURE:

The teacher might exhibit the model airplane and ask, to open the lesson, "How many like this plane?" Follow the initial question with, "How many have ever made a model plane, or helped make one?" Ask those who were so involved to tell of their experience and of how much they enjoyed it. Ask how many (who haven't made a plane) would like to make one.

Introduce the element of work. "Was making the plane fun or work?" The element of fun will predominate in the answers, but the element of work will not be dismissed. The teacher may elicit, then, from the class (in simplest terms) that work can be fun.

Repeat this procedure with the unfinished pot-holder, eliciting from the class again that work can be fun.

The children will readily agree that school means work, for the most part; but they will also agree to the fact that drawing with crayons, molding clay, learning songs and dances, are fun. Once again, the teacher gets from her children that work may be enjoyable.

The teacher may then exhibit her package of shake-and-bake. The children will be familiar with the package and its TV commercial (a little boy and a little girl helping their mother with getting dinner ready.) Some of the children may have been helpful with this product in their own homes. There are other commercials with similar messages (children helping their mothers at home) which the class may cite.

The teacher may ask the children how often they help with the work at home, and the nature of this work. (The children are young and the chances are that their help is minimal; but there are children's jobs at home: cleaning one's

room, preparing the laundry, wheeling the shopping cart, weeding a garden, raking up leaves, setting a table, perhaps washing and drying the dishes and silver. Even if the children have never experienced these chores, they might very well be expected to soon, and certainly they are aware of them. The teacher should be able to elicit the existence of these home jobs from the children, with a helpful hint here and there.)

The next question is: "How do you like helping Mother and Father?" "Can helping be fun?" "Why is it fun?"

At this point in the lesson, the children must be convinced that they enjoy certain kinds of work. The teacher might emphasize the "learning" by asking the children to repeat the kinds of work they like: play-work (building models of planes, cars, etc.), school work (painting, drawing, singing, dancing, clay modeling, etc.), and home work (helping Mother and Father.)

Conclude the lesson with the question: "What work would you like to do when you are older, when you are grown up young men and women?"

Of course, the answers to this question will prove fairly sterotype and have very little value, except that it will help establish the aim of the lesson: to learn that we like to work.

The teacher might ask the children to make a drawing, illustrating the jobs, careers, the work they would like to do, either in class, or as homework.

FIFTH GRADE

THINGS I LIKE

OBJECTIVES

1. To become aware of the things I like and dislike.
5. To become aware of the kinds (qualities) of things I like and dislike.
3. To learn that different people have different likes and dislikes.

Ask class to cut cut pictures and cartoons in newpapers and magazines of the things they like and dislike. Have them collect 12 for like and 12 for dislike keeping them in separate groups. If the teacher feels that some students' likes and dislikes are so marked that other students could identify the student by his set of pictures, then use the following procedure: Give out two paper clips for each student - have them clip each set together - likes with likes and dislikes with dislikes. Ask them to make note of their pictures on a peice of paper so that they can identify their sets later. Then collect all sets.

Call on a student or two whom you feel could identify other students in the class from their sets of choices (not having sat near them or had occasion to see their set) and ask them if they could go through the group and pick out sets belonging to fellow students. If you feel students would be unable to do this, then you carry it out. Having identified some of the students' sets in this manner, ask the class how this was possible - discourage issue of cheating and guessing.

ELICIT:

1. Some people tend to like or dislike only one or two kinds of things (baseball, competitive sports, etc.)

1a. Discuss the difference between specific things and kinds (commonality) of things. When someone likes things which are similar, we call it an interest.

2. Different people like different things -- show many different sets of pictures.

Return the sets and ask the students to try to identify in their sets a common theme or themes for both like and dislike. Put examples on board. (B-3a) Give them a few minutes and then ask for the themes and what made them identify the interest from their sets.

SPORTS

Objective #2: To learn that the things I like change from time to time.

For 4th and 5th Grades

MATERIALS: Spinning top, marbles, kite, bat, ball, tin-soldier, yo-yo, stick of gum;

Pictures (using available textbooks) of styles of dress from different historical periods (men and women).

PROCEDURE

The teacher announces that the class will perform a skit (small play); selects eight children for the roles, gives each the script and distributes to each his designated prop (top, marbles, bat, ball, kite, tin-soldier, yo-yo, stick of gum). The children read the script, then move to front of class and perform.

PROCEDURE (continued)

Following the enactment of the script, the teacher may remark that the different characters of the playlet certainly didn't seem sure of what they liked; then add that perhaps they changed their minds quickly, when it came to preferences. (It would be better to elicit these conclusions from the class, and the teachers might make the attempt; but, one way or the other, the characters changing preferences should be stressed.) "Is this changing of preferences a general practice, habit, custom?" the teacher may ask. "Do people generally find themselves liking different things at different times?" (The responses will be mixed, most likely; but, in any case, the question has been raised and, with it a desire for an answer.)

The teacher, then, may produce pictures of a variety of styles of dress from different historical periods. The teacher elicits comments from the class on the manner of dress of these different people, how it differs from modern dress. Comments on differences in hair-style may also be elicited. Preferences in hair-styles of today may be developed, too. Pictures of changing women's fashions (hoop-skirts, dirndles, bustle, Elizabethan, renaissance, modern, etc.) will elicit further conviction that preferences change.

Move from the general to the individual. Hold a discussion of sports in different seasons. Elicit from class that it prefers baseball in the summer, football in the fall.

Have the class list, or draw pictures of clothing worn in different seasons and different climates (swimming trunks, overcoats, etc.) The teacher may elicit from the class that its preference for clothes changes with the seasons, and with the climate of the area in which they may reside. (If they lived in the South Seas, they would prefer cool clothing; if they lived where the Eskimo lives, they would certainly prefer warmer clothing.)

Elicit from the class the change in their preferences for foods with the changing season, their changes in preference for drinks (hot and cold) with the seasons.

Finally reach into their changing preferences with respect to their friends. (They will prefer one with whom to play ball, or for swimming, hiking, etc.; another to help with the homework, etc.)

(Perhaps the teacher may be able to reach into the family, too. To whom does the class prefer to show its report cards?

With whom would it rather go to a ball game? Is it Mama or Papa they prefer, when it comes to receiving an allowance, when it comes to making a special request, when it comes to receiving punishment.)

The objective of the lesson (to learn that the things I like change from time to time) should have been attained by this time. As an exercise in this "new" understanding, the class might be asked to make a column list, the first column; things I liked; the second: things I like instead. The items to be covered: food, drink, games, toys, sports, friends, TV programs, hair-style, clothes, etc.

This exercise performed, the children may be asked to read their lists, compare them. They will discover, in the readings, that they have, individually, made some omissions; they may well discover, too, that their individual preferences undergo changes, even as they listen to the readings. The teacher will take these changes as an opportunity to stress the objective of the lesson.

Finally, for the sheer pleasure of the experience, different children may perform once more, and even a third time, the accompanying script (playlet). With all the "fun" that comes with the acting, there will come the constant reminder that "the things I like change from time to time".

PLAYLET (for OBJECTIVE: To learn that the thing I like change from time to time.)

CAST

Arthur (with marbles)

Johnny (with top)

Jerry (with old baseball bat)

Mary (with bouncing ball)

Will (with small kite)

Frank (with old tin-soldier)

Jenny (with yo-yo)

Alice (with a package of gum)

Annie (with a jumping rope)

SET

Schoolyard or park

SCRIPT

(Johnny enters and spins his top. The other characters of the cast enter one at a time.)

JOHNNY

(As ARTHUR enters) How do you like my top?

ARTHUR

(Juggling his marbles) Is it a good spinner?

JOHNNY

It's a great spinner! Watch!

ARTHUR

(Watching top) I'll give you these swell marbles for it.

JOHNNY

Let me see. (He examines marbles.)

ARTHUR

(Exhibiting one of the marbles) This is a great shooter! You want to swap?

JOHNNY

(Hesitates for a moment) Sure. Let's swap. (They swap)

JERRY

(Enters, swinging a bat) Home-run!

JOHNNY

Hey! That's some bat!

JERRY

It sure is! Home-run every time!

ARTHUR

(Looks at his top.) Hey, Jerry! How would you like this top? It's a great spinner?

JERRY

(Takes top, examines it.) Great spinner?

ARTHUR

The greatest! It's yours for the bat!

JERRY

I'll take it! It's an old bat, anyway. (They swap.)

MARY

(Enters during this swap, bouncing her ball.) I wouldn't swap this ball for anything.

WILL

(Entering with kite) How about my kite?

MARY

(Looking at kite) You want to change?

WILL

Is it a good ball?

MARY

Is it a good ball!? (She bounces it.)

WILL

I'll swap. (They swap.)

FRANK

(Enters, as WILL bounces his ball) Hey! I'll give you this soldier for your ball!

WILL

For that soldier? (He examines tin-soldier) Sure! (Swap.)

JENNY

(Enters playing with yo-yo) (To MARY) Where did you get that pretty kite?

MARY

(Looking at yo-yo) Do you like it?

JENNY

It's really pretty.

MARY

You can have it, if you give me your yo-yo.

JENNY

It's a deal! (They swap.)

ALICE

(Enters with a package of gum) (To MARY) That's a fancy yo-yo you've got.

MARY

Yeah! (Playing with yo-yo) Have you got a slice of gum for me?

ALICE

You can have the whole package, if you give me that yo-yo.

MARY

The whole package?

ALICE

The whole package.

MARY

Here's the yo-yo! (They swap.)

ARTHUR

(To ALICE) I'll give you these marbles for your yo-yo.

MARY

I can use those marbles. Sure. (They swap)

EVERYBODY

I'll swap! I'll swap! I'll swap!

FIFTH GRADE

MUSIC

Objective No. 3: To learn that different people like different things.

Objective No. 4: To learn there is no "bad" or "good" attached to what people like.

MATERIALS: Records or tapes of the following:

1. A country-western song by Johnny Cash or any other of the Nashville singers;
2. A classic (a Chopin Etude, a Bach fugue, a Beethoven symphony, etc.)
3. Popular "soul" music (Aretha Franklin, Stevie Wonder, The Spinners, Etc.)
4. Popular musical (Sound of Music, My Fair Lady, etc.)
5. Jazz (Benny Goodman, Dizzy Gillespie, Pharoh Saunders)

DIRECTIONS

The teacher announces she/he going to play some music for the class. The teacher plays the first selection, and asks: How many liked this music? How many did not like this music? Keep a record on the chalk board of the number of hands raised. Play the other selections and ask the same questions. It isn't necessary to play each selection to the end. Time and interest should be judged by the teacher.

Then, briefly ask several individual students: Which one did you like the most (least), and why?

After the playing of the second selection (the classical music), it is likely that the different in the taste (likes) of the children will be most marked. For the most part, the class may have had little experience with the classics and may react negatively.

Elicit from the class that the reasons for liking or disliking the music are generally involved with a matter of taste, and that different people like different music. Refer to the numbers on the chalkboard that show some children liked soul music, others liked the country-western or classical music.

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MONEY

OBJECTIVE #5: To learn that if what I like lasts longer, it's even better

PROCEDURE:

Ask students to keep a record of how they spend their money. Then work out the following problems based on that record.

1. What fraction of the money you spend goes toward purchases that last only a short time? (Like soda, pizza or movie ticket)

2. What fraction goes toward purchases that last a long time? (Like a baseball or a record)

Problem #1:

Tom receives an average of $1.25 a week. He buys a can of soda for 30¢ and a pizza for 50¢. How much does he spend? How much money does he have left?

What fraction of his money goes toward purchases that last only a short time?

Problem #2:

Can Tom buy a baseball with $1.25? Will he have any money left? Can he buy a record? Will he have any money left to make other purchases? What fraction will go toward purchases that last a long time?

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SOCIAL CLUB

OBJECTIVE #5: What makes me like the thing I like
To become aware of qualities in things (and people) I like.

PROCEDURE:

This will require a two-session lesson. The first lesson will concern itself with qualities in human behavior: the quality of leadership; the ability to do things well; the desire to help others attain their goals, get what they want, and the ability to aid others in their quests; the qualities which make for general approval, praise and popularity.

The SETTING for this playlet is a clubroom, in school or in some community center.

The CHARACTERS in the playlet are the members of the Social Committee of a young people's club.

CAST

Arthur

Johnny

Jerry

Mary

Will

Frank

Jenny

Alice

Annie

Debbie, Chairperson

DEBBIE

(To her club-mates, all seated) I think we've got everything ready for the party.

ARTHUR

It's going to be a great party!

JOHNNY

It should be!

JERRY

We'll have to have one every year!

MARY

Maybe twice a year!

DEBBIE

Yes, but this party is extra special.

WILL

It certainly is!

ALICE

It's hard to believe the club is going to be one year old.

FRANK

That's what it is! One year old!

DEBBIE

All right! Let's go all over the plans we've made again. Just to be sure everything is all right.

ANNIE

Johnny and Alice and I are taking care of the decorations.

JOHNNY

We've bought all the streamers....

ALICE

And tablecloths and napkins.

ANNIE

And cups and spoons. Everything!

FRANK

And I took care of the soda.

ARTHUR

And Mary and Debbie and I have taken care of all the sandwiches.

JERRY

And I've ordered the ice-cream.

JOHNNY

How much money is this going to cost us?

DEBBIE

We don't have to worry about that. We collected enough money with our dues, and the puppet show, and the bottle collection and other things.

MARY

We still have some money left in the treasury.

WILL

How much?

MARY

Not too much, but enough to buy a little something for Harry.

JERRY

Say! That's a good idea! We should buy something for Harry!

WILL

Just because he's the president of the club? What are we going to do, buy a present for the president of the club every year?

DEBBIE

(Scolding) You know that's not what Mary meant, Will.

WILL

No. I guess not. Harry is special.

JERRY

He certainly is!

ARTHUR

He's the one who got us together, isn't he?

JENNY

The club was his idea.

ANNIE

We wouldn't have a club, if it weren't for Harry.

JERRY

That's true. Harry is the one who talked to Mr. Green at the Community Center.

FRANK

He got us the room for the meeting house.

ALICE

He showed us how to work in committees.

MARY

And he worked with all of us.

ARTHUR

He took charge! He kept us together!

JENNY

And he did everything just right.

ANNIE

He just knows how to do things.

WILL

And do them right! We really ought to buy something for Harry, just to show him what we think of him, and that we are proud of him!

DEBBIE

There won't be too much in the treasury to buy him anything special.....

JERRY

We could ask some people to help us, maybe get a little more money for a really nice present.

JOHNNY

That's a good idea. Everybody likes Harry. Everybody in the neighborhood! They all say he's just about the best!

ALICE

We can't go knocking at people's doors.

ARTHUR

We don't have to. He works in the market. We'll ask the people he works for.

DEBBIE

I don't think we'll have to do that. We don't have to buy Harry an expensive present. He knows we haven't got very much money. We'll buy him something.

ANNIE

What?

DEBBIE

Something to show him how much we like him. But first....

JERRY

First what?

DEBBIE

Two things. First, we'll have to take this idea to the whole club. We're just a committee. Remember?

ARTHUR

That's right! Everyone will have to vote on it.

ALICE

What's the other thing?

DEBBIE

We'll have to find some way to keep Harry out of that meeting. We don't want him to hear us discussing a present for him.

WILL

I'll take care of that.

FRANK

How?

WILL

I'll find some excuse to get him away. Don't worry about it.

JOHNNY

Then we're all set.

DEBBIE

Just one more thing!

ALICE

Another thing?

DEBBIE

We have to vote, too. The committee has to vote before it can bring the idea to the whole club.

JERRY

So let's vote!

ANNIE

How many want to buy Harry a present at the anniversary party?

DEBBIE

That's not the way we do it.

FRANK

All r[illegible]t, you do it!

DEBBIE

There is a motion to buy Harry a present, to show our appreciation of a good leader, a good president, someone who knows how to do things well, someone who helps everybody get what he wants, and someone who everyone praises.

ARTHUR

That's some speech!

DEBBIE

All in favor say "aye".

DEBBIE

Those against say "nay".

(SILENCE)

EVERYBODY

We all want to say, "Thank you" to Harry!

DEBBIE

The "ays" have it. The motion is passed. Now let us go to the whole club and see what they think about it.

GIFTS FOR HARRY

FOR GRADES 4 and 5

OBJECTIVE # 5: What makes me like the things I like (Second Lesson). (To become aware of the qualities in things and people I like)

MATERIALS:

The teacher will have on hand the individual lists of "three suggestions for gifts for Harry" as prepared by the class in previous lesson. (The teacher may have examined these lists to record in order of preference the "suggested gifts for Harry".

The teacher should also have on hand (but out of sight at the beginning of the lessons) items similar to those indicated.

PROCEDURE:
(10 min.)

The teacher may announce the more popular suggestions for "gifts for Harry", then elicit from the class the reasons for its preferences. This exercise should evolve, with the teacher's guidance, from reasons why the class believes Harry would like the suggested gifts into why the individual child in the class would like the items under discussion. This exercise should develop the major objectives of the lesson: We like things because they are attractive, pretty, handsome, robust, etc.; because they are easily available; because we don't have to wait too long to get them; because they are made to last long; because of their possibilities for solitary enjoyment, group enjoyment, etc.

These qualities (or commalities) need not be stressed initially, but the teacher might list them on the blackboard (or have the children do it) for future reference.

The class now completely involved with its own particular preferences, with respect to the qualities which make for its liking the things it likes. Make a list. Elicit from the children those qualities which keep them attached to these old playthings: attractiveness, beauty, comfort, utility, familiarity, etc. It is a simple step from there to elicit from the class that similar qualities in people (mother, father, cousin, teacher, friend, etc.) make them like the people they like.

Proceed from there to the other materials assembled (list on board) art, gym, books, dancing, T.V., radio, playing ball. Elicit from the class other qualities (and commalities) inherent in the things they like. (See First Grade Procedure for programming this step in the lesson.)

Next, the teacher might produce the portable radio, tune in one station, then another. There can be no question about whether each in the class would like his own radio (or a new one). Here, again, follow the procedure indicated in First Grade Procedure for this section of the lesson, eliciting from the class what makes it like the radio (and the television). It may be possible, with the older children, to elicit the more emotional reasons for the pleasures they find in listening to music, dancing to the music, singing with the music, listening to stories. There may be the opportunity, too, to develop further the elements which make them like certain jobs.

Cost is the next item for discussion (since good radios and televisions are expensive) and here, again, the teacher may follow initially the procedure as indicated in the First Grade Procedure for this phase of the lesson, to explore the importance of such elements as price, availability and waiting-period on "what makes us like the things we like".

This discussion should allow the teacher to lead the class into a discussion of "work". "How does the working for something (radio, television, etc.) something we like, affect our attitude towards that thing we like? towards 'work' itself?" "Does washing dishes, vacuuming the house, taking out the garbage, running errands, and the like, become a pleasant task, if the "work" will help us get, or get for us (directly or indirectly) the things we like?"

The teacher may carry this further, bring the discussion into the area of the classroom. "Does the knowledge that homework will help procure a better grade in a test, or extra credit, make the doing of homework something we want to do?" "Does working hard at school for good grades become something we like to do, knowing that good schooling (and sometimes, if not always, good grades) makes for better job opportunities after schooldays are over?" These questions, and others in a similar vein, should make for a healthy discussion and, perhaps more importantly, make a healthy point.

The "lasting element" which tends to "make us like the things we like", the next step in the lesson, may follow naturally from the discussion of the "lasting effects" of good schooling and a good education. The teacher might the follow, initially again, with the procedure as outlined.
From "things", the teacher may easily lead the class into the area of "lasting personal relationships". Here the teacher may elicit from the class that "what makes it like the people it likes" are the elements of "sympathy", "understanding", "well-wishing", "the sense of security", "familiarity", etc. It may be elicited, too, that "situations" fall into this category. "We like certain houses because we are used to living in them, because we are welcomed in them, because we feel comfortable in them, etc."

This discussion, too, may be linked to "what makes us like the jobs and careers we like". Such discussion, as with other elements in the lesson, should be conducted at the level of the class' emotional and intellectual development, of course.

Finally, utilizing the items, listed on the blackboard, and referring to "what makes me like the things and people (and situations) I like, the teacher may ask the class to sum up what it has learned about these commalities. The teacher may also ask the class to list these commalities in order of its preferences, and to give reasons for its choices. This will make for a lively discussion and considerable difference, but the talk will serve to intensify the class' understanding of why it likes the things, people and situations it likes.

As a follow-up assignment, the teacher may ask the children to write a composition, poem or story about a person, thing or situation they like, a composition, poem or story which illustrates "why they like the things they like".

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T.V. SKITS

FIFTH GRADE

Objective #6: To learn that other people influence what we like and dislike.

EXPLANATION

Both skits are intended to demonstrate the objective "that other people influence what we like and dislike." In the shelf building skit Eddie thought that the shelves he built for his dad would be a good birthday gift. Julie changed his mind (influenced) his original good opinion of his own work, convincing Eddie that his shelves were not good enough for a gift for his father.

The T.V. skit demonstrates how Laura was swayed in her opinion of Elton John by Jimmy and Sarah.

DIRECTIONS

Select two students to read the first skit (shelf construction) and ask the rest of the class to listen without reading.

The teacher should bring the class to focus on Eddie's change of heart, which is the important event in the vignette and is a specific example of the lesson's objective.

In focusing attention on Eddie's change of heart the teacher should use "open" question, such as "What's going on here?" The less focused questioning permits the student to "discover and focus on the point of the story on his own. The discovery method would be most effective for this objective. Having elicited Eddie's change of mind as being the pivotal issue in the viguette, the teacher should then ask why Eddie change his mind. The teacher's intent here is to elicit Julie's influence on Eddie, thus causing him to change his opinion and intention to give the shelf to his father as a gift. The matter of whether the shelf was really good or bad should be carefully explored and eliminated by carefully questioning, leaving clear Julie's influence as the basic issue. The teacher, after summarizing the central event again Eddie's change of heart as a result of Julie's influence should then say, "Here's another story like this one we've read. Let's read this one." (T.V. Skit)

Questioning should proceed along the same lines and then the teacher should ask what the similarity is between the two. The similarity should, in that it derives from both both stories, boil down to the objective of the lesson, i.e., to learn that other people influence what we like and dislike. The aim can be further emphasized by asking students for similar examples from their own experience. The teacher might be able to provide some from the classroom itself.

1. CAST: Eddie, Julie and Narrator
(As puppet show or playlet)

Narrator: Eddie is building a set of shelves in shop. It is for his father's birthday.

Eddie: I'm done with my shelves. Looks pretty good.

Julie: (Eddie's friend) I think it's awful. The paint is messy and the shelves are crooked.

Eddie: I don't know. It looked O.K. to me.

Julie: Your father doesn't want something you make. He wants something you buy. That's junk!

Eddie: Maybe you're right. I'll buy him the shelves instead.

Julie: That would be much better.

Eddie: (Walks out sadly) Boy! I worked so hard on it too! And it looked so nice to me! Now what'll I do!

****

2. CAST: Narrator, Laura, Jimmy and Sarah

Narrator: Laura and Jimmy and Sarah are watching T.V. Elton John comes on stage singing.

Laura: Oh, I love Elton John! I think he's got the nicest voice.

Jimmy: Who, him? You've got to be kidding! He's such a dummy! And his voice is awful!

Sarah: Look at his clothes. He looks like a freak!

Laura: Well, I like his voice and that's what counts, since he's a singer.

Jimmy: If you like him, then you've really got to be nuts!

Sarah: Everybody I know hates him. You're really crazy!

Laura: I don't really like him that much. <u>Sometimes</u> I like to hear him sing.

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T.V. COMMERCIALS

OBJECTIVE: What makes me like the things I like:

To become aware of the fact that other people may influence my liking the things I like.

FOR FIFTH GRADE

MATERIALS:

A series of cartoons in desk size duplicated for every child in the class.

Pictures of a variety of materials appearing on TV commercials: cereals, candy, TV dinners, cakes, soaps, deodorants, air-fresheners, etc.

(The cartoons should be nine in number, though, for economy, the number may be limited to seven.

(The first cartoon: a number of children on a street; one of them is hopping about on one foot, while the others either watch or ignore him.

(The second cartoon: several of the children are now hopping on one foot, while more watch than ignore them.

(The third cartoon: most children are now hopping on one foot and the others are about to join the pastime.

(The fourth cartoon: all the children are now hopping on one foot.

(The fifth cartoon: all the children, except one, are hopping; the one who is not hopping is bouncing a ball.

(The sixth cartoon: more children are now bouncing a ball, though more are still hopping on one foot.

(The seventh cartoon: some children are still hopping on one foot, but most are bouncing balls.

(Eighth cartoon: all the children are now bouncing a ball.

(Ninth cartoon: all the children, except one, are bouncing balls; the one who is not bouncing a ball is jumping rope.)

PROCEDURE:

The teacher will exhibit one cartoon at a time, allowing the children to interpret what they see in the cartoon.

With the exhibition of the ninth cartoon, the teacher may ask the children to surmise what would appear in the tenth, eleventh, twelfth and possibly thirteenth cartoons. (Since the repetitive nature of the sequence must be fairly obvious to the class, the teacher should have little, if any, difficulty getting the response that eventually all the children will be jumping rope until one of the children (in the cartoons) begins another activity.

The teacher may then ask the children to tell the story of the cartoons in their own words. There will be time for several renditions of this account from different children. Somewhere in these renditions one or more of the children is most likely to use the word "copy-cat" or some

similar word or phrase, like "monkey sees, monkey does". This, of course, will bring the class to the essence of the objective of the lesson.

Ask the children whether they know anyone who is always "doing what everyone else does". Encourage the children relate incidents where such "aping" occurred, perhaps mentioning names; mentioning names, particularly of other children in the class may make for momentary turmoil but certainly should make for a more animated dialogue. (One child accusing another of being a "copy-cat" will draw both a defense and a counter-attack, so that there will be an abundance of children who are called "apers"; and it should be a simple task to elicit from the class that many, if not all people, are influenced by others in what they do, in what they like to do.)

By this time, recognizing that what they like to do is influenced frequently by others, the children will be ready to give chapter and verse on how each has been influenced in this manner. The teacher may well encourage this process by asking whether it is all right (a good thing) to be influenced by a man like George Washington (always tell the truth); by Abraham Lincoln (always be honest); Betsy Ross (patriotic, industrious); or by others with whom the children are well acquainted .

This procedure can be developed with references to mothers, fathers, big brothers, big sisters, other children in the classroom, with reference to industry, fairness,

gentility, kindness, punctuality, etc.)

(The emphasis should not be put on "good" or "bad", those these qualities should not be neglected, but rather on the main objective of the lesson: that others influence our liking the things and people we like.

Explore other areas where this influence may become more apparent to the class.

Ask the children to name their best friends. Ask how they got to know and like them. It will become apparent that there are small cliques within the class. Question one such clique closely. What should develop is an understanding that people influence a person's friendships, too. "Mary is my friend. Jenny is Mary's friend. So, Jenny is my friend, too." Or, "Anybody who is a friend of Johnny is a friend of mine." The teacher may point out that these relationships dom not necessarily have a profound basis but, the class, nevertheless, has demonstrated another area in which a person's likes are influenced by others.

The teacher might then ask, "How about clothes? Do others influence what we like to wear?" We know that children, as well as adults, imitate the styles of others, and the teacher should have no difficulty eliciting from the children that "they got their mothers to buy them the kind of hat Johnny wore","the sneakers Jerry wore,""the sweater Mary wore", etc. (The teacher, more than anyone else, is aware of this aping practice in her class, and is better capable of selecting the specific items of wear "aped".

Next, the teacher may begin to exhibit her pictures which depict some of the food, candy, cakes, soap, etc. advertised on TV, one at a time.

Ask the children how many eat the particular cereal, cup-cake, candy bar, as each item is presented to them. Ask how many insisted that their mothers, fathers, brothers, sisters, bought that particular item. The children may defend their choices of these foodstuffs and sweets, but they will affirm the conclusion that other people had an influence on their choices.

The same procedure will evidence the influence of TV (others) in other areas of purchase: bathroom tissue, laundry soap, deoderants, toys, games, etc., etc. Again, the teacher may elicit from the class that its likes may be very much influenced by others.

In a similar manner the teacher may be able to elicit from the children that most of their "likes" are influenced by "outside forces": the movies they like to see, the TV programs they like to watch, the sports they like to play, the food they like to eat, etc. How they like to behave, it may be developed too, may very well be influenced by others: in the home, on the street, in school, towards their homework, and even towards achievement.

Getting the children to talk about such items and movies should be simple enough by just asking them why they went to "this movie", why they watch a particular TV program; then asking them who suggested, who recommended them. Personal heroes, it may be demonstrated, influenced the children's likes

in sports, TV and radio personalities their likes in food. The difficulties inherent in a discussion of what outside forces helped fashion their likes in "behavior" may be circumvented by avoiding classmates' manners and habits and by referring to heroes, both past and present, and to people "at home". Certainly brothers, sisters, fathers and especially mothers influence the behavior patterns (Likes and dislikes) of the children, and these influences should not be neglected in the discussion.

Finally, the teacher may ask, "What have we learned to day?"

The responses may be many but at leat one child will paraphrase the intention of the lesson, which the teacher might repeat: We have become aware of the fact that other people, one way and another, influence our liking the things we like, as well as the things we like to do.

As an assignment, the children may be asked to complete the unfinished cartoon series, making the drawings for boxes 10, 11 and 12.

OBJECTIVE: What makes me like the things I like;

To become aware of the fact that other people may influence my liking the things I like.

For GRADES 4 and 5

MATERIALS:

The same series of cartoons prepared for the First Grade.

The same pictures of a variety of materials appearing in TV commercials, as prepared for the First Grade.

PROCEDURE

Teachers of 4th and 5th Grades may follow the procedure outlined for this lesson, as developed for the First Grade. However, since the children are somewhat older, the discussion indicated in the various sections of the lesson may be developed to a somewhat maturer degree.

For example, with regard to the question of whether an outside influence is "good" or "bad", the teacher may allow more time for the "moral" discussion, and certainly may cite many other people in history as examples for "bad" or"good" influence on what her children like, or like to do.

The influence of the home (and of friends) on what we like and what we like to do, should also be allowed more time for a fuller discussion.

Generally, the discussion on the influence of TV will cover the same ground the First Graders cover, but here the teacher has an opportunity to deal with the influence

of violence on television, the influence of hospital programs, sport programs, educational programs.

Here, departing from the First Grade Procedure, the teacher may lead the class into a discussion of TV programs on what the children think they would like as careers. Ask whether anything they have seen on TV has changed whatever plans they may have had for their "careers". Ask how these changes came about. Was it a particular story? Was it a particular incident? A particular character? A particular educational program?

This will lead into the question of behavior patterns and work habits. Here,again, the procedure indicated for the First Grade may be embellished and developed by asking the children for more specific example and incident.

Finally, as with the First Grade, ask the class to sum up the lesson learned for the day and restate, if necessary, "We have become aware of the fact that other people may, and do, influence our liking of the things we like, of the things we like to do.

As with the First Graders, ask the 4th and 5th Graders to complete boxes 10, 11 and 12 of the cartoon series.

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SOMETHING NEW

OBJECTIVE #7: To learn that we get to like more things as we learn and do more things.

MATERIALS: (For 5th Grade) Needles, thread, pieces of cloth, buttons; pictures or cartoons of people cooking, baking, cabinet-making, swimming, skating, hiking, camping, (a photograph of Rosie Greer doing petit point would be most helpful); stamps (foreign) and a stamp album.

PROCEDURE: (For 5th Grade)

Announce to the class that it is about to venture into an experiment. Have four or five boys and four or five girls come to the front of the room. Give each of the boys a small piece of cloth, a threaded needle and a button. Ask the class how many have ever sewn a button on their clothes. (It is likely that most girls in the class have had the experience, but few if any of the boys. Chances are that the boys will scoff at the exercise, but the teacher will arouse the interest of the boys by telling them that all sailors, particularly in the days of the sailing vessels, had to know how to sew. The teacher may develop this concept by eliciting from the class that sailors on long voyages needed to mend their own clothing, as well as occasionally sew up a ripped sail.)

The boys in front of the room will then be asked to try to sew a button on a piece of cloth, with the materials they have been given. The girls in front of the room will be asked to supervise and assist the boys.

The sewing accomplished, the teacher will ask for five more boys and girls to repeat the experiment.

The teacher will ask the boys whether they enjoyed their newly discovered capability. (The response will be mixed, but it will be positive enough for the teacher to be able to elicit, if necessary, announce, that the boys in the class have had a new experience, learned to do something new, learned to like something new. To emphasize the fact that sewing is not an unmanly art, the teacher might produce a picture of Rosie Greer doing petit point, telling the class who Rosie Greer is, if they don't already know.)

The teacher then might ask the class what it thinks about cooking and baking. How many have helped their mothers in the kitchen? (Recall the TV commercial which has two children help their mother "shake and bake".) Some girls will respond. Ask how many have helped in barbecues? How many have roasted frankfurters, potatoes, marshmellows? Whatever skepticism about cooking and baking met the initial question should have been dissipated by this time; and the teacher may elicit from the class that they have been discussing another area in which it could learn to do something new, and like doing it.

The teacher might then, perhaps more briefly, enter what is generally considered the boys' world. How many have made things with their hands, using such tools as hammers, saws, planes? How many have helped their fathers in a tool shop? How many would like to help? What would you like to make, if you had your own tool shop? The answers (a desk, a wagon, a table, etc.) should permit the teacher, again, to elicit from the class that here is another area in which the class could learn to do something new, and like doing it. (The girls in the class, incidentally, may be reminded of the things they most likely have made with their own hands, such as pot-holders, doilies and even dresses) indicating to those who have not that here is something else they might very well like doing.

The class might then be asked whether there are any other skills they might like to learn, skills they would like to develop. The teacher should then help elicit from the class its desire to learn a variety of crafts (automobile mechanics, airplane mechanics, nursing, laboratory work, architecture, acting, etc.) Elicit from the class that the more things we learn or try to learn, the more things we learn to like.

It will be simpler for the teacher to elicit from the class the kinds of sports activities the class has yet to experience (perhaps hiking, skiing, ice-skating, camping). Here again the teacher emphasizes: the more we experience, the more things we learn to like.

If there is time, the teacher may produce the foreign stamps and the stamp album. With the aid of a map of the globe, the teacher might indicate from which

area of the world each stamp comes. "How many collect stamps?" the teacher might ask. There should be some response and some enthusiastic reaction. The teacher may then elicit from the class that there are things to learn from hobbies and hobbies we may learn to like. Ask the class to talk about the hobbies it already has, briefly, to indicate the variety of possibilities open to the class, possibilities for doing things it hasn't done, things it might very well learn to like.

Again, if there is time, from the stamps the teacher may move to exploration as a hobby, as an activity, as something new and something the class might learn to like. How many take walks in their neighborhood? In other parts of the borough? In the city? How many ride their bikes into "far-away places"? The boys and girls might very well have some exciting stories to tell in this area, of their experience in the city proper or even in foreign places. Once more, the class must draw the conclusion that the more things it does, tries, experiences, the more things it learns to like.

If there is time, to remind the class where the lesson began, the teacher may ask for volunteers for the button sewing experiment. This time there will be too many volunteers.

As a class assignment, to fix the lesson more permanently, the children might be asked to write a composition titled "There Is Something New I'd Like To Try" or "How I Learned To Cook (Sew, Barbecue, Ride a Bike, etc.)" The children might also be asked to draw illustrations for their compositions.

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WHAT DO YOU LIKE TO DO?

OBJECTIVE #12: To learn that people are not "bad" if they like the things we dislike or have never tried.

MATERIALS: A jump rope, a basketball, a doll, a bow an arrow, paper and pencils.

PROCEDURE:

The teacher will display the jump rope and ask who in the class would like to show how well she can use it. The teacher will choose a volunteer and ask the child to demonstrate her ability. Follow this demonstation with questions: "How do you like the way she jumps rope?" "How many don't like to jump rope?" Have the boys as well as the girls answer the questions with a show of hands and, most likely, there will be a number of boys who "dislike" jumping rope. Follow this with the question: "Is Jane (or whoever demonstrated rope jumping) a bad person because she likes to jump rope?" We presume the reply will be in the negative. Repeat this procedure, using the basketball. Call for a volunteer to show how he dribbles the ball. Follow with questions similar to the above. This time, most likely, it will be the girls who "don't like" basketball. Again, "Is 'John' a bad person because he likes the game?" And again the response should be negative.

Elicit from the class that just because people like to do things we don't like to do, they are not necessarily "bad". The teacher then exhibits the doll. Her question might be: "How many children like to play with dolls?" Even if there are boys that like to play with dolls, no boy in the 5th Grade will admit it. The teacher might then ask: "How many don't like to play with dolls?" The boys will respond enthusiastically. The next question from the teacher, then, should be: "How many boys have tried to play with dolls?" Not one, of course. "Then how do you know you wouldn't like to play with dolls?" asks the teacher. The

response may be expected. "How about puppets?" the teacher asks. "Aren't puppets dolls?" The boys will downgrade the playing with dolls, but they cannot be as certain about their dislike as they were to begin with. The teacher has two final questions for this segment of the activity. "Are the girls bad because they like to play with dolls?" and "Can we say that people are bad because they like something we haven't even tried to do?"

The teacher then exhibits the bow and arrow and follows, more or less, the procedure with the doll. This time it will be the girls who do the disliking and who will be led to the conclusion that people are not bad if they like the things we dislike or have never tried. The conclusion were best elicited from the class.

The teacher, if there is still time for the activity, may distribute sheets of paper to the class, saying that the class is going to take a poll.

She will draw on the board the following form, to make the polling as simple as possible:

	BAD	GOOD
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

She will ask the children to fix the papers in front of them, copying what she had put on the board.

She then announces that the class is to be polled on ten questions. (The number is arbitrary, depending primarily on the time left for the activity.) She will say that each question will require a simple yes or no answer. Cautioning the children to put the yes or no in the right column, she will proceed.

"Question 1," she will begin, "Your father likes to watch the football games on television and your mother doesn't like him watching those games. Does your mother think you father is a bad person because he likes to watch the games?"

Yes or no? Put "yes" or "no" in the first column of the first line.

This done, repeat the question, but this time ask whether Mother thinks Father is a good person because he likes to watch the game. And this time instruct the children to put their answers in the second column of the first line.

Repeat this procedure with the following questions:

2. Your mother likes to visit relatives and your father doesn't. Does your father think your mother a bad person because she likes visiting relatives? a good person?

3. Your sister likes to watch love stories on the television and you don't. Do you think your sister is a bad person because she likes to watch these programs? Etc.

4. Your friend Johnny likes to wear a tie when he goes to school. You don't. Etc.

5. Your friend Mary likes to have fish for dinner. You can't stand fish. Etc.

6. Jenny likes to put perfume on the lobes of her ears and you can't stand the smell of it. Etc.

7. Tommy likes to ride his bike Saturday afternoons into strange neighborhoods and you don't. Etc.

8. Sandy loves to go to the library and read books, and you don't. Etc.

9. Annie likes to baby-sit and that's something you haven't tried and don't like. Etc.

10. Willie likes to go to girl parties and you don't.

(THIS IS A POINT IN THE ACTIVITY WHERE THE TEACHER MAY FIND IT NECESSARY TO STOP, BECAUSE OF THE TIME LIMIT. IN WHICH CASE, SHE MAY COLLECT THE PAPERS FROM THE CHILDREN AND ANNOUNCE THAT THE ACTIVITY WILL BE CONTINUED AT THEIR NEXT SESSION.)

If the activity requires two sessions, the teacher will re-distribute the papers (poll) to the children, then proceed as follows:

She will repeat the first part of the question, then ask the children for their response. "How many wrote 'yes'? How many wrote 'no'?" She will make the tally and write the majority response in the proper space and column on the blackboard. She will repeat this procedure with all the questions. Undoubtedly the board will be replete with "no".

The teacher will then elicit from the class once more the lesson it has learned in this activity: People are neither good nor bad just because they like the things we dislike or have never tried.

ESKIMO SEQUENCE

OBJECTIVE #15: To learn that sometimes we do not like things even though we have never tried them. (Prejudices-bias)

MATERIALS: Cartoons

PROCEDURE: (For Elementary Grades)

Material for this objective accompanies these lesson instructions in the form of a cartoon for lower grades not haveing reading capability. It can easily be modified by the Teacher for reading grades as a playlet to be read by students or as a dialogue for a puppet show. In either event the material is suitable for infusion into a social studies lesson.

An eskimo youth is taking a group of children, whose parents are working on the Alaskan pipeline, out into a frozen lake to show them how to fish through the ice. He cuts a number of holes and explains how to set up a pole at each hole. Time passes, a few fish are caught and at one point the young eskimo lops off a piece of frozen fish and pops it into his mouth. His young stateside acquaintances look on in revulsion, jeer at him and move away laughing at the thunderstruck eskimo boy whose hurt manifests itself in the form of tears rolling down his cheeks.

If the vignette is being utilized in cartoon form only, the Teacher should help (as minimally as possible) the students to understand the story on a purely descriptive level. When it is clear that the students understand the story, the Teacher can begin to question them to elicit the underlying dynamics. As with all such material, the questioning should be as ope-ended as possible at the outset.

Cartoon Set No. 2 illustrates the reverse situation, when the Eskimo laughs at the stateside children for eating ice cream in the cold.

ELICIT:

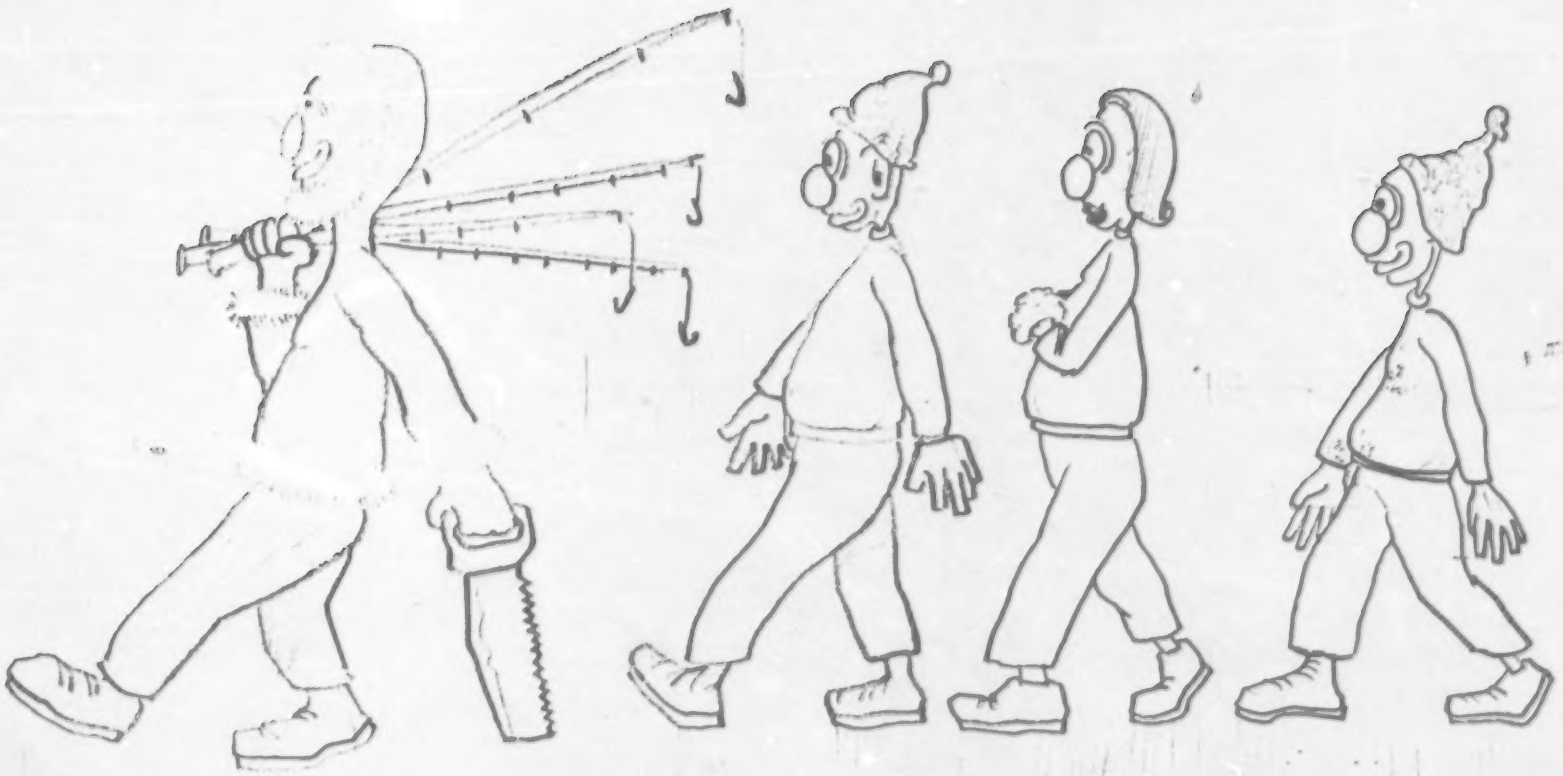
1. The stateside children probably had never eaten raw fish or seen it eaten.
2. Eating raw fish is horrible.
3. People who eat raw fish are horrible (bad).
4. If people (the eskimo boy) are bad, they should be punished (hurt).

Elicit the steps by working backward from the eskimo boy's tears at the end of the story. Define the words "prejudice" and "bias". Ask for examples from their own experience - prejudice - bias.

Having elicited the steps above, the questions should be raised vis-a-vis the objectives. "If you've never tried something, does it mean, necessarily, that you won't like it?" Then ask, "Suppose they had tried it before and didn't like it, would their actions then be reasonable?" Using this approach, elicit the second objective. Then ask for examples from their own experiences. Elicit summary from class.

The whole issue of being "bad" vs. doing something which was disliked would be discussed carefully. Also there are some untried behaviors which could well be disliked; e.g., crime, without having tried them.

The same questioning approach can be utilized with the playlet or puppet show. Here the teacher could ask the person playing the eskimo boy how he would feel if he were the eskimo boy. Teacher points out things in their experience that others might think "peculiar" or "bad" but common and natural to them.



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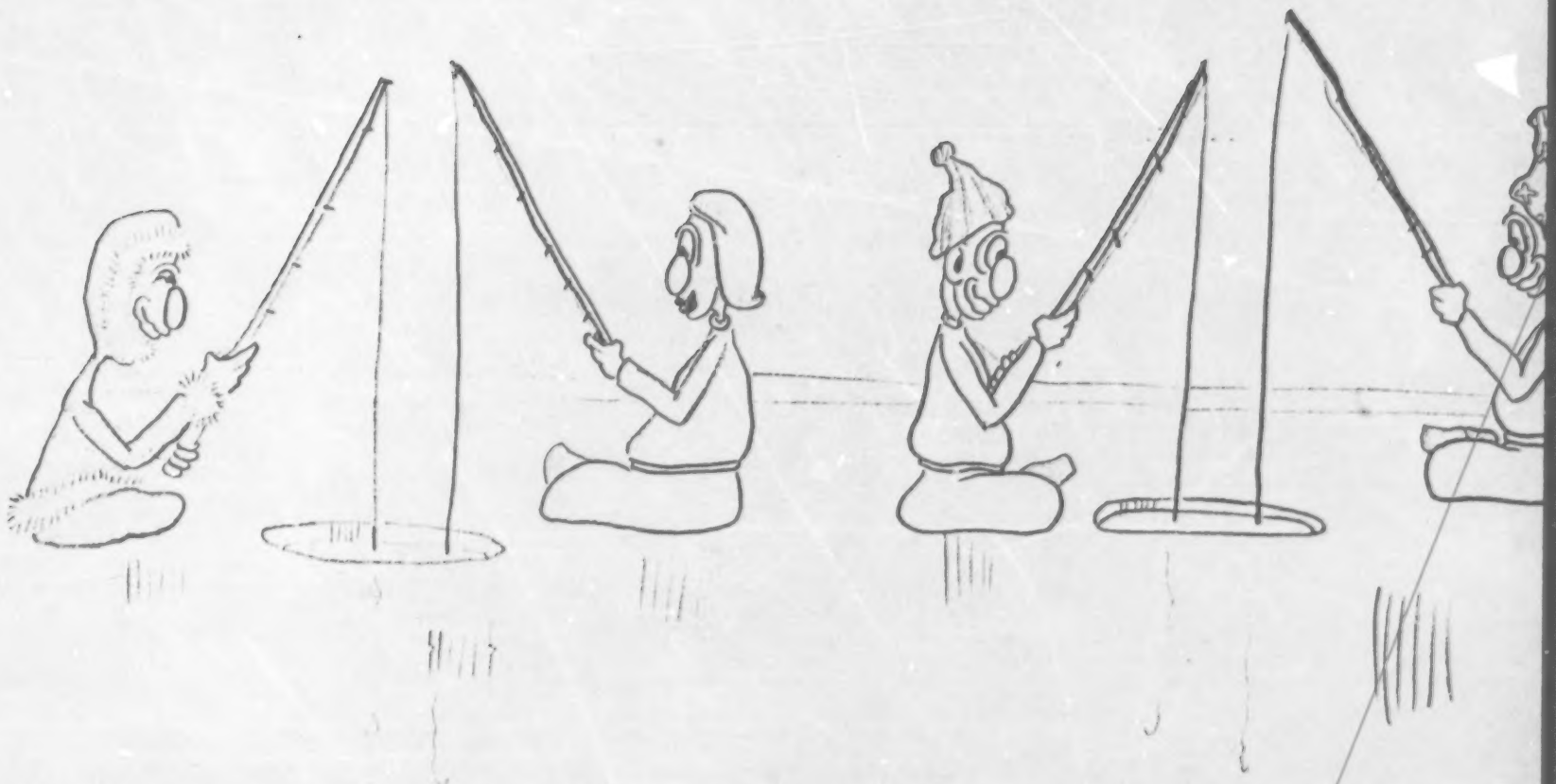

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CAREER EDUCATION PROJECT K-14

MY PAPER ROUTE

OBJECTIVE #16: To learn that things and people are preferred when they have more preferred qualities and fewer disliked qualities.

PROCEDURE:

The teacher may read the accompanying playlet to the children, then proceed as follows:

"We're going to play a game," the teacher might announce. "The boys are going to play themselves. The girls are going to play at being mothers."

"Now here are the way things are: Johnny has a stomach-ache. His mother wants to give him some medicine for it. The medicine doesn't taste so good and Johnny doesn't want to take it."

"Now let us see how mother gets Johnny to take that medicine."

The teacher will then elicit from the class the reasons Johnny ought to take the medicine, helping, of course, with leading questions.

"Can Johnny play when he has a stomach ache?"

"Can Johnny have ice-cream, if he has a stomach ache?"

"Can Johnny watch TV?" etc., etc., etc.

"If Johnny takes his medicine, will he be able to play, eat ice-cream, watch TV, etc.?" is the next question.

Follow with, "Would you take the medicine?"

Then, "Even if it is a bad-tasting medicine?"

Following the expected answers, the teacher may say, "Now we are ready to play the game."

The "mothers" will offer all the reasons why the boys should take the medicine. The boys, coached by the teacher, will respond to each of the "mother's" arguments with an appropriate reply: "I don't like it!" "I don't like the way it tastes!" "I hate it!" "I don't care if I don't watch TV!" etc.

The "game" shouldn't last too long.

Then the teacher may ask, "How many children would take that bad-tasting

medicine?" "Even if it is terribly-tasting?"

From there, the teacher may elicit from the class that though it doesn't like the medicine, it likes to be well enough to play, eat ice-cream, etc.; that while there is very little it likes about the medicine, it likes what the medicine can do.

The teacher can then point out that there are many things and people who have qualities we don't like, but who have more qualities we do like. She might ask the class whether they can name some; or suggest them if the class cannot readily respond.

And from this point the teacher may follow the 5th Grade procedure for this activity, limiting, of course, the areas of discussion and the length of discussion to the capabilities of the class.

The objective of the activity, of course, should be mentioned at every opportunity and stressed at the conclusion of the lesson.

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

MY PAPER ROUTE

CAST: Tommy, Fred, Willie, Annie, Jan

SET: School Yard

****

TOMMY: (Tossing a basketball to Fred) I've got to go now.

FRED: Why?

TOMMY: I've got my paper route.

WILLIE: Do you have to? Can't you wait till we finish the game?

TOMMY: I can't. I'll be late.

FRED: So what if you're late?

TOMMY: I'll lose my job. I'll lose my route.

WILLIE: Yeah! I know what you mean. Do you like the job that much?

TOMMY: Delivering papers?

FRED: What else do you do?

TOMMY: Nothing. Just deliver the papers in the morning and then again in the afternoon.

ANNIE: You deliver them to our house, don't you Tommy?

TOMMY: Yeah.

ANNIE: You must get up early in the morning. How early in the morning do you get up?

TOMMY: Very early.

JANE: I hate getting up early in the morning.

TOMMY: So do I. And I have to do it every day.

FRED: Then you've got to got to bed early. Miss all the good programs on T.V. You can't like it that much, can you, Tommy?

TOMMY: I don't like it at all.

WILLIE: And you can't play ball in the afternoon. I wouldn't like that.

TOMMY: I don't like that , either.

JANE: And you've got to deliver papers in the rain and the snow. How can you do it?

MY PAPER ROUTE (CONT'D)

TOMMY: There are a lot of things I don't like about my job, delivering papers.

WILLIE: Then why don't you quit?

TOMMY: Oh, there are reasons.

ANNIE: What reasons?

TOMMY: I get paid for the job.

JANE: How much?

TOMMY: Enough to get myself a soda, when I want it.

FRED: You can get a soda without working.

TOMMY: Not every time I want it. Besides, there are other things.

WILLIE: What things?

TOMMY: I could buy my Mom a birthday present. I bought myself a new baseball glove. And I've got money in the bank.

FRED: What can you do with money in the bank?

TOMMY: I'm saving enough to buy myself a speed bike.

WILLIE: A speed bike? That's pretty good!

TOMMY: That's what I like about my job. I couldn't get it without my job.

FRED: I don't know. You have to get up early in the morning.

WILLIE: You can't play ball in the afternoon.

ANNIE: You've got to walk in the rain and the snow.

TOMMY: But look at all the things I can have, all the things I can buy.

FRED: I don't know. I don't know whether I'd take a job like that, even if you do make all that money. Would you, Willie? Would you, Annie? Would you, Jane?

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

5.17a	Two Pesos for Catalina
5.17b	Choosing
5.17c	Three Wishes
5.17d	Disappointment
5.17e	Say Yes!
5.17f	Guessing games
5.17g	Birthday

SPECIFIC OBJECTIVES:

17. To learn if I can't have everything I want. I must choose.

19. To learn that when I have to choose, the more choices open to me, the greater the chances of my finding something I like.

5, To learn that if what I like lasts longer, it's even better.

EXPLANATION:

The readings accompanying this lesson are to be used to teach all of the listed objectives. The lessons may be spread over a number of sessions.

DIRECTIONS

1. The teacher can read the story "Two Pesos for Catalina" to the class. Afterward the following questions can be discussed.

   a. Why didn't Catalina buy everything she saw? (Because she had only tow pesos and therefore had to make a choice.) This is objective No. 1. Ask students for experiences of their own wherein they had to limit their choice. Do this briefly.

   b. Why didn't Catalina buy the flowers? the pancakes? the clay toys? (Because they would not last very long. Moreover, she wanted to know what else there was that she might choose from. The more one knows about the choices that are open to him, the more likely it is that he will choose what he finds most satisfying.) Objectives 2 and 3. Elicit greater satisfaction in duration of pleasure and greater satisfaction potential in knowledge of choices available.

   c. After Catalina bought the shoes, what did she buy next, and why? (She bought candy, because this was what she wanted next and what she could afford.)

2. The teacher can read the poem "Choosing" to the class. The poem nicely illustrates the difficulty of making choices. Perhaps children would like to memorize the poem. They also may want to add more lines or make up other poems about other difficult choices. Elicit difficulty of choosing by asking gneral questions about point of poem. Then elicit objective one by asking class how they think the problem will be solved.

3. The teacher can read the story "The Three Wishes" to the class. The story might also be acted out by the class, with the children either playing the story as they remember it or pantomming it as the teacher narrates. If they act it out, very few props will be required; a table and two chairs, a few dishes on the table, a paper sausage. The necessary characters would be the poor man and his wife, the good fairy, and an "invisible" creature, possibly dressed as a ghost, who flings the sausage to the table, fastens it to the poor woman's nose, and later whisks it away.

   A discussion following the presentation of the story should bring out the importance of making choices as thoughtfully as possible. Certain choices open the way to many other choices, and certain choices close the way. In the story the poor man carelessly

wished for something that could be consumed immediately. How much better off he would have been if, instead of a sausage, he had wished for a farm with pigs that could be made into sausage! He should have wished for the kind of goods or situations that would have created better conditions for himself and his wife for a longer period of time. The children should be led to discover that the story shows something that we all do quite often: we spend our money or resources for quickly consumed trifles. Children often spend their pennies and nickels for candy and gum that are gone in a moment but if they saved their money for a week or a month or more, they could by a doll or airplane or some other toy that would give greater and more enduring satisfaction. As a secondary point, the discussion may focus on the importance of thinking before speaking.

Pupils might want to try to retell "The Three Wishes" with the poor man and his wife making wiser and more creative choices, which would provide a new outcome to the story. Unfortunately, the success stories will not be as amusing, but they will help the children to see the variety of choices available and the importance of making wise choices. The teacher should avoid placing exaggerated emphasis on the difficulty of making choices; he should rather emphasize the need for making thoughtful choices. The teacher might have the children draw pictures to illustrate "The Three Wishes" in comic-strip fashion.

4. Children can tell stories about experiences they have had in which they were disappointed in the things they wished for. For example, how many children have urged their parents to buy certain foods because of the prizes inside? What were some of the prizes they received? How long did they last? How many of the children were disappointed? Why? The exercise should help the children, on the basis of their own experience, to see the need for good thinking before making choices.

5. (This is an optional issue.) The teacher can discuss with the class the questions whether parents should say yes to whatever children ask for. To aid children in seeing that wishes should be reasonable and that parental direction is sometimes needed, the teacher might cite some funny examples of children's wishes which could prove harmful to them, sich as eating only cake, not going to bed, and so on.

6. The class can practice choice making in the following guessing games.

   a) Teacher: I am thinking about a little girl who is going to a party. What do you think would be the most important to her? A nice dress? A pair of skates? Some bubble gum?

b) Teacher: I am thinking about a child who is going on an all-day hike. What do you think his first choice would be? A book? A lunch? A portable radio? (If a child chooses the portable radio, the teacher points out that as long as the person can go hungry without injuring his health, the portable radio would not be a bad choice; but the person would have to be aware of the possible discomfort of hunger.)

c) Teacher: I am thinking of a man who was caught in a rain-storm. What would he want most? A box of candy? A raincoat? A kite?

d) Teacher: I am thinking of a woman who is bothered by mosquitoes. What would she wish for most? A jar of honey? A flashlight? Mosquito-repellent oil?

e) Teacher: I am thinking of a man whose car ran out of gasoline. What would he want most? A hot dog? Some gasoline? A new hat?

7. The pupils can pretend that they are each having a birthday the next day. Each child can draw a picture of a gift that he would want. They can assemble these pictures into an exhibition entitled "The Gift I Want." Afterward the teacher should ask the children to study the pictures on page 194 of the text, "Choices I Can Make."* When they have examined all the possible choices, the class should be asked how many of them have now changed their minds. The teacher can ask individuals to tell about their initial wishes and their new choices. This activity should help pupils discover that lack of information limits choices and that knowledge broadens choices. (Objective No. 20)

*Picture will be attached.

TWO PESOS FOR CATALINA BY ANN KIRN

Catalina and her family lived in a faraway country. Catalina was very, very happy.

She had two silver pesos to spend. A lady gave them to her because Catalina had found her bracelet and returned it to her. Catalina had never even had one peso before. She was so happy that she sang over and over again, "Two pesos for Catalina! Two pesos for Catalina to spend!"

One morning Catalina went to market with her father and mother to buy something with her very shiny two pesos. Catalina's friends waved goodbye to her. Rosita called, "Buy some black whistles at the market, Catalina!"

"No, no!" cried Romero. "Buy a little burro for us to ride."

"Buy lots of candies and cakes!" shouted Eduardo and Pedro, who always thought about things to eat.

But Catalina only smiled as she hurried after her parents. Many farmers were going to market. Some carried baskets of vegetables; some carried fruits; some carried flowers. Other farmers drove burros loaded with bags of beans and corn. A boy was leading his pig to market on a leash. All the time Catalina sang, "Two pesos for Catalina! Two pesos for Catalina to spend!"

While Catalina's mother and father were selling the juicy mangoes they brought to market, Catalina wandered through the marketplace, looking for what she would like most to buy.

"Two pesos for flowers?" Catalina asked. "I would like some flowers, but they will fade and die, and then I would have nothing."

"Two pesos for pancakes?" cried Catalina. "I'm hungry and I should like to have some pancakes, but gulp and gulp and they would be gone. Besides, we eat pancakes at home every day."

Then Catalina came to the pottery market. She saw wonderful clay toys; little clay horses, little clay piggy banks, and black clay whistles, the kind that Rosita wanted.

"Clay toys are fun to play with" Catalina said. I could buy lots of them, but clay toys break."

And Catalina went on her way looking and singing, "Two pesos for Catalina! Two pesos for Catalina to spend!"

And then Catalina saw a little girl sitting on a bench. She was wearing a pair of beautiful black, shiny shoes. Suddenly Catalina knew

what she wanted. You see, Catalina was poor and she had never had a pair of shoes before. She though how good it would be to walk on the road and not feel the sharp stones. She though how proud she would be to wear such beautiful shoes to church on Sundays. Catalina and her father looked through many shoe shops. At last they found a pair of black shiny shoes--just the kind that Catalina wanted.

She gave the shopkeeper her two silver pesos as he put the shoes on her feet. The shopkeeper gave back to Catalina some change. She clapped her hands and danced for joy. "With these pennies I can buy candy for Eduardo, Pedro, Romero and Rosita."

On the way home Catalina stopped many times to wipe the dust from the beautiful shoes.

"Oh, how beautiful are your shoes!" cried all her friends when she got back home.

That night Catalina sang softly, "Two pesos for shoes and candy. Two pesos for beautiful, shiny shoes and candy."

THE THREE WISHES

A Swedish Tale

There was once a very poor man who lived with his wife in a humble little cottage. Every day he went into the forest to chop wood. One day when he was in the forest he said to himself, "Oh, dear, I am so unhappy! I am poor, and I have to work so hard all day long. My wife is hungry and I am hungry too. Oh, I am very unhappy indeed!"

At that moment a beautiful fairy appeared before him. She said to him, "My poor man. I heard everything that you just said. I am very sorry for you and would like to help you. Ask whatever you like, and your first three wishes shall be granted."

Then just as suddenly as she had come, the fairy disappeared.

The poor man felt very happy and he said, "I shall go home and shall tell my wife how the fairy has granted me three wishes."

He hurried home and called to his wife, "Wife, wife, I am very happy because a beautiful fairy came to me in the forest and she said I could have three wishes. 'Ask for anything you like' the fairy said 'and your wish shall be granted.' Oh wife, I am so happy."

"I am happy to," said the woman. "Come, let us go into the house, my dear, and let us decide what our wishes shall be."

The man went into the little cottage and sat down at the table. "I am hungry wife," he said. "I would like some dinner. While we eat, we can talk about the fairy and the three wishes."

The poor man and his wife sat down at the table and started to ear their dinner, and to talk about the good fairy's promise.

"We can ask for great riches if we want to," said the man.

"Yes," the wife agreed, "we can ask for a beautiful house."

"We can even ask for a whole empire if we want to," said the man.

And his wife replied, "Oh yes, we can ask for pearls and diamonds by the hundreds."

"We can ask for a big family," the man added --"five boys and five girls."

"Oh, I would prefer six boys and four girls," insisted the wife.

The man and the woman went on talking like that, but they couldn't decide what three wishes would be the most sensible of all.

The man ate his soup in silence and looked at the dry bread on his plate, "Oh, I wish I had a great big sausage for dinner!" he said.

At that very instant a great big sausage fell onto the table. Naturally, the man was very surprised to see the sausage and so was his wife.

"Oh, husband," the wife said, "you have been very foolish. You asked for a silly old sausage and so one of the wishes has been granted. Now there are only two wishes left."

"Yes," said the man, "I have been very foolish. But we still have two wishes. We can ask for great riches and an empire."

"Yes," his wife agreed, "we can still ask for riches and an empire, but we can't ask for ten children. And it's your fault for being so foolish. It's your fault for demanding a sausage. You would rather have a sausage than a big family."

The poor woman went on talking like that, complaining, and saying over and over again, "It's all your fault for being so foolish!"

Finally the man lost his patience and said, "I am tired of your complaining! I wish the sausage were hanging from the end of your nose!"

The next second the sausage was hanging from the end of the wife's nose. Naturally, the poor woman was greatly surprised and so was her husband.

The woman started to complain again more loudly than before. "Oh, my husband," she said, "you have been very, very foolish! First you asked for a sausage and then you wished that the sausage were hanging from the end of my nose. That makes two wishes. Two foolish wishes! And we have only one left!"

"Yes," the man agreed, "but we can still ask for great riches."

"What good are riches," the woman complained, "if I have a sausage hanging from the end of my nose? Why, I look ridiculous, and it's all your fault."

The poor woman started to cry, and the poor man said, "Oh I wish that sausage weren't here at all!"

Instantly, the sausage disappeared, and the man and the woman were right back where they started, as poor as ever. They both complained, but it didn't do them any good, for they had used up their wishes.

The three wishes had been granted, and still they had no riches, no empire, no pearls and diamonds, no little boys and no little girls.

And they didn't even have any sausage for dinner!

CHOOSING

by Eleanor Farjeon

Which will you have, a ball or a cake?
A cake is so nice, yes, that's what I'll take.
Which will you have, a cake or a cat?
A cat is so soft, I think I'll take that.
Which will you have, a cat or a rose?
A rose is so sweet, I'll have that, I suppose.
Which will you have, a rose or a book?
A book full of pictures! Oh, do let me look!
Which will you have, a book or a ball?
Oh, a ball! No, a book! No, a----------
There! Have them all!

LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

DESSERTS

OBJECTIVE #17: To learn that if I can't have everything I want, I must choose.

MATERIALS: Pictures of: CHARLOTTE RUSSE. APPLE PIE A LA MODE, JELLO, ICE CREAM SUNDAE. OTHER DESSERTS: ROAST TURKEY, BARBECUE GRILL

PROCEDURE:

The teacher may open the session by suggesting that our appetites are sometimes bigger than our stomachs. Verify this statement by eliciting form the class that there have been occasions when overeating has produced some stomach discomfort among them.

Then the teacher may exhibit her "dessert: pictures; ask how many like these desserts; how many could eat them all at once. Elicit from the class that it would not be advisable to eat all the desserts pictured at once, especially after a big dinner. Elicit from the class that, if they were required to make a single choice of the desserts, the task would not be simple. Elicit from the class that to choose a single dessert would be, however, the wise practice, particularly, again, after a full dinner. Ask the children, individually, for their choices. (It is not necessary to have the class give reasons for their choices.) Elicit from the class that the choices they have made are more or less satisfactory. (Allow some room for the normal greeds.) Elicit from the class that, while it may not be the most desirable practice, there are times when we cannot have everything we want; that we must choose among a number of options; that we can make, on such occasions, more or less satisfactory choices, at least of the desserts.

The teacher may say, then, that there are many situations which, similar to the dessert situation, demand a choice on our part. Exhibiting the pictures of the roast turkey and the outdoor barbecue grill, the teacher may ask the class for its feelings about each type of dinner. Elicit from the class that it could not partake of both the turkey dinner and the outdoor barbecue at once. Elicit

from the class that it would nevertheless need to make the choice (perhaps in a family vote on the question.) Elicit from the class, again, that its choice would prove far from unsatisfactory. Elicit again from the class the objective of this activity: There are times when I can't have everything I want and I must make a choice.

The teacher then, again, may say that there are many areas of our activities in which this problem of the need to choose is encountered. Exhibit the pictures of the merry-go-round and other fair rides. Ask the children how many like these rides; how many have taken these rides and enjoyed them. Present this problem: "You have exactly one dollar in your pocket, or your purse, not counting the car-fare to take you home. Each ride will cost you 50 cents. Can you take all the fair rides you want to take?"

The answer is obvious.

"Then we are again faced with the job of making a choice," the teacher may say. "Which would you choose?"

Following the variety of responses to the question (avoiding, if possible, any discussion of the reasons for the choices) the teacher may elicit from the class again that there are times we cannot have everything we want, that in such situations we are required to make a choice, and that the choice may very well prove satisfactory, if only for the moment.

The teacher may then say, "We are still at the fair. What else do you find at the fair?"

Elicit from the class the variety of goodies to be found on the fair grounds: hot dogs, sugar candy, balloons, pizza, ice-cream, etc.

"Now," the teacher may say, "you find two quarters, fifty cents, in your pocket; fifty cents you had forgotten and suddenly have a great desire for all those different good things to eat at the fair. Can you buy everything you suddenly want?"

Again the answer is obvious.

"Well," the teacher may say, "since we can't have or buy everything we want, what is the next best thing to do?"

The class should provide the answer desire: we have to make a choice.

Ask the class for its choice of goodies, again avoiding the reasons for the different choices as much as possible.

Elicit from the class that the choice was sometimes difficult, that choosing was not entirely an impossible task, and that the choice was more often than not quite satisfactory.

The teacher may then ask the children whether they can recall any other situations in which they were required to make a choice because they could not have everything they wanted.

If the class needs help in this area of suggestion, the teacher, of course, can help.

"It is a hot summer day," she might say. "Some of your friends, or your family, suggest that you spend the day at the beach, swimming. Others suggest you go to see a baseball game. How many like swimming? How many like to watch a good baseball game? Can you do both in the same afternoon? What do you do on this hot summer day?"

Again, following the verbal balloting, the teacher may elicit from the class that there are times when we can't have (or do) everything we want and we are required to make a choice.

Then there are birthday or Christmas gifts. "Can we have everything we want?"

Elicit from the children the numberous things they would want for their birthday or Christmas gifts. Elicit from them that it is not bery likely that they will receive all the gifts they desire, for economic or other reasons. Elicit from them the choices they would make, given the specific conditions. Elicit once more the objective of this activity: there are times when we cannot have everything we want and we must make a choice.

The teacher may then lead the children into the common practice of choice as it relates to personal relationships. (This would be an exercise more appropriate to the 5th Grade rather than the 1st Grade.)

"Johnny," the teacher might say, "asks you to help him buy a baseball glove. Frankie isn't fee ing well and has to stay at home. Johnny and Frankie are good friends of yours. Both want to see you at the same time and that is impossible. What do you do?"

Elicit the responses from the class. Elicit frcm the childrend once more that again they are confronted by a situation which demands choice. They can't visit with Frankie and help Johnny at the same time.

Repeat this type of episode for the sake of the girls in the class. "Mary wants you to help her buy a dress. Annie has to baby-sit, and asks you to keep her company. Since you can't do both (everything) at once, what do you do?"

Ask the class whether they have had similar experiences. Allow them to elaborate on those experiences; try to avoid whatever moral issue might crop up in the discussion but do not shut it out completely. Keep the focus on the need to choose, when one cannot have everything he wants, or do everything he wishes to do.

If there is time left in the session, or the teacher wishes to carry the activity over into another session, the element of choice in jobs or professions might make for interesting discussion.

"What kinds of jobs can a 5th Grader take on himself?" the teacher may ask.

The children will offer, most likely, the more obvious jobs: newspaper delivery, baby-sitting, messenger work, etc. The teacher might interpolate here with a suggest on that there are jobs in every home: sweeping, washing, cleaning up, clearing the dinner table, etc. Nobody is going to be particularly enthusiastic about these chores, but the teacher may indicate here that somet mes one has a choice even in these tasks (washing the dishes or drying the dishes, for example.)

Allow the children to explore the possibilities of choice when choice of a series of tasks presents them with an option.

Delving a bit into the future for the children, the teacher may present them with a problem they will be facing sooner or later. High school offers a variety of courses: academic, business, manuel, etc. "Can you take all those courses at the same time?" Elicit once again that the children would be confronting a situation in which they could not have everything they want (some may want both business and academic training) and in which they would be required to make a choice.

One step further and the teacher may have the children discussing careers. "It is rather impossible to be a doctor and a fireman at the same time," she may say. Then she may elicit from the class other such impossibilities: engineer and butcher, nurse and corporation executive, teacher and policeman, etc., etc.

With each step in the activity, the discussion has been concluded with the realization on the part of the children that situations in which we cannot have everything we want or do everything we want to do, come up frequently; and that such situations demand that they make a choice. Conclude the lesson with a restatement of this objective learned. Write the objective learned on the blackboard.

As an assignment, if the teacher wishes, she may ask the children to list three or more situations in which they have been required to amke choices under such circumstances. A bright class of children might be asked to develop little plays involving three or four characters to illustrate the objective of this activity.

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ANOTHER CHOICE

SECOND SESSION: (Follow-up Session) for

OBJECTIVE #18: To learn to choose among things, situations and friendships which are less preferred, if those preferred most are not available.

MATERIALS: The children's compositions (brought in as homework) in which the children have related situations in which they have been required to make a "second choice."

PROCEDURE:

(The teacher will have collected the children's compositions perhaps in the morning, perhaps the day before, and collated them into the various categories of experience. If possible, the teacher will use these experiences for the basis of the activity. The following suggestions for procedure are based on common desires of children and may be followed to achieve the objective of the activity desire; or may be used by the teacher as a guide in the use of the materials the children have provided with their own experiences.)

The teacher might begin the session by eliciting from the class a resume of the intital session of this activity: The boy of the playlet wanted a pony. He couldn't have a pony but he could select for himself another kind of pet. (He couldn't have the thing he preferred most, but he could have something in the category of his wishes somewhat less preferred.) We discussed the various other pets he might choose, the good points and bad points of each, and then each child made his own "second choice."

The teacher might then introduce another situation in which the "second choice" becomes a necessity. (The teacher will introduce a number of such situations and it is probably best that she begin with situations which carry very little emotional impact, leading up to those situations in which the emotions invoked may become rather strong.)

Begin, perhaps, with the question: "How many children would like a ten-speed bike?" Ask why they would like such a bike. Ask whether they might expect such

a bike from their parents, or rather why they aren't likely to get such a bike. (Cost, nowhere to keep it, parents' fears for safety of the children, etc.)

The teacher might then ask the class to play Mother or Father and to offer the child who wants the ten-speed bike something else instead: a football game, a baseball game, a hockey game, sports equipment, a doll, a doll house, etc. Then ask the children to individually make their second choices. Elicit from them that there are times when we must select from less preferred items, when the most preferred is unavailable.

"Suppose," the teacher may then ask, moving into a second situation, "your boys baseball team or your girls basketball team wants to buy itself a special uniform. The first thing you have to find out is whether you have enough (allow the children to say:) money. Now suppose you haven't enough for the uniforms, but enough money to buy something for all the members of the club, what would you do?"

The girls might suggest the purchase of blouses or skirts or practice equipment; the boys might suggest shirts or caps or sneakers, and the like.

"What are we doing," the teacher may then ask, "when we buy shirts, skirts, etc., instead of the complete uniforms?" and elicit from the class again that there are times when we cannot have the things we want, for one reason or another, and must be able to make a choice of something somewhat less preferred.

Talk about food. "We all like hot-dogs and hamburgers and soda-pop. Now suppose the family goes to a restaurant for a Sunday dinner and everybody is looking forward to a good time, with maybe some rich dessert like a chocolate sundae topped with lots of icecream and whipped cream to top the celebration. How would you like that?" (The question is more or less rhetorical but the teacher might wait for the children's response, before continuing.)

"Now, unfortunately," the teacher might say, "on this particular day you are not feeling too well. As a matter of fact, you've had a little trouble with your stomach, and your stomach still hurts a little. What will your mother say,

when you sit down in the restaurant?" Elicit the responses from the boys and girl who volunteer to be mother.

"And what do you say to your mother in return?"

Again elicit responses from the children.

"And who wins the argument?" (Another rhetorical question.) "And what will she say, when you begin to look at the menu?" Elicit the responses from the class, summing up for the class by saying, "Of course she will make suggestions about those things on the menu you can eat." (If the class has not already suggested the proper diet for the ailing child, the teacher might call for the variety of dishes available to him.)

Then, once again, elicit from the class that we have explored one more situation in which someone had to make a choice of something less preferred because the preferable item was not available to him.

Another such situation, with the teacher setting the scene. Johnny, or Mary, is your best friend and you would like to show him your new baseball glove, or show her your new dress; but Johnny, or Mary, is sick in bed with the measles. "You just have to show someone your new glove or dress. What do you do?"

Elicit from the class that the children will just have to find someone else for the view of this new possession. Elicit from the class, too, that this is a "second choice".

"Now suppose you want to play with a certain team or go out with a group of people with whom you'd like to be friends; but suppose they don't think you're good enough for the team, or too young to go out with them. What do you do?"

This is a little more painful situation. Here, in the responses of the children, we are likely to hear the expressions of some antagonism, some hostility, which it might be wise to control. In any event, elicit from the class that there are times when it is necessary to forego our prime choice for a secondary one.

From here on, the teacher is best able to judge whether her class is emotionally mature enough for the suggested situations in "second choice" to be explored.

The first "suggested" situation involves sibling rivalry. "How many have bedrooms of their own?" the teacher may ask. "How many share your bedroom?" Then, "With whom do you share it?" Follow with, "How do you like sharing your bedroom?" and "Would you like to have a bedroom all your own?"

Give as much time as you can spare to each questions, eliciting form the class why it does not like sharing a bedroom, and why it would like a room all to itself. Then ask whether it is possible in the children's home set-up for them to have the luxury of a separate room. (There is no need to ask why it may be impossible.) Then ask whether any other arrangement is feasible, such as sleeping on a day bed, in an alcove, or even in the living-room. Finally, ask whether they would prefer such an arrangement. Then, elicit from the class once again, that if what they prefer (a room to one's self) is not available, one must take something which is available.

The teacher then might move into a somewhat less emotionally charged situation. Jobs.

"How many of you have wanted to find a job," the teacher might ask, "to make a little money so that you could buy a pair of ice-skates, a tennis racket, or maybe a special gift for your mother or father on their birthdays?"

Follow with, "What kind of job would you like?"

Write some of the jobs, particularly the impossible jobs (so far as 5th Graders are concerned) on the blackboard.

"How much money would you like your jobs to pay?"

Again, write the figures, particularly the impossible figures, on the blackboard.

Then ask the children whether their choices for jobs, and the salaries mentioned, are really available.

Follow by eliciting from the class the jobs they can really take on, such as baby-sitting, sidewalk cleaning, errand boy or girl, etc.

Again, elicit from the class that there are situations in which what is wanted is unavailable and it must choose that which is available.

Finally, if there is still time in the session, the teacher might picture a very hot summer day and the children very eager to get to a beach and into the surf. "Now suppose you know that there is a certain family on your block which is doing exactly that, going to the beach for the day and you are dying to go along with them but can't because they can't take you. (Pause) Now what reasons would there be why this family can't take you along?"

Elicit from the class such reasons as they have too many children in their own family, they wouldn't like the responsibility of taking you along, you really don't know them well enough, etc., etc.

"Very well," the teacher might say, "what will your mother say, when you ask her to take you to the beach?"

Elicit such responses as: I've too much work to do in the house; you'll have to wait until Sunday, when your father can take you.

"Of course," the teacher may continue, "you complain and you're very unhappy and you say, "There's nothing to do around the house and it's hot. What shall I do?'"

"What should you do?" the teacher might then ask of the class.

Elicit from the class the variety of possible responses: Go play in the park. Take a shower. Go to a cool movie. Etc. Etc.

Once more elicit from the class a statement of the learning objective of the activity.

To end the session on an up-note, the teacher may suggest that sometimes a "second choice" turns out better than expected, even better than the initially "preferred choice". Ask the class for their own experiences in which this phenomenon has occurred.

Then, for homework, ask for such happier stories (in short compositions, poems, stories or even drawings.

AGAIN, since each teacher knows the emotional character of her class and of its individual children, the teacher is best equipped to understand and employ only

those areas, suggested for exploration, which are suitable for this activity with her own group.

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FIFTH GRADE

CLASS PARTY?

OBJECTIVES

22. To learn that if you do not make your own choice then you will probably be left with something you do not prefer.

23. To learn to make your own choice even if it's different from the choice of others.

Two classmates in conversation: (Rosa and Francine) Tuesday: A.M.	Miss Verponi said that the class can decide what we want to do Thursday afternoon and I'd love to have a party. How about you? We'll have Carvel.
A little later Tuesday: P.M.	
Miss Verponi	Class, we'll have an hour at the end of the day on Thursday which will be devoted to what you'd like to do. Let's take some time now, decide what you'd like to do as a group and make plans to set it up. O.K. What would you like to do?
John (quick and loud)	Let's have free play in the yard!
Doretta	Yeah, we can play dodge ball.
Other students	(All voice their enthusiasm)
Miss Verponi	Anyone else have anything? (pause) O.K., it'll be free play then. Rosa, I thought you told me Monday that you'd like a party?
Rosa (quietly)	I don't really care.
Later: Students are leaving school	
Rosa and Francine are talking angrily.	We never get what we want. Yeah, those two big mouths always get their own way in this class.

(ELICIT COP-OUT AND OBJECTIVES)

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REINFORCE FOLLOW UP: (Following day)

Teacher annouces:

(or some other feasible activity where divergence is present)

Please write your name on a piece of paper and then I'll ask you to write something else on it without talking to your neighbor. The school has given us some money to buy some refreshments for the class. Write down on the paper what you'd like to have. O.K. now, pass the papers up to me. Now, let's try to decide by talking it out. Any suggestions as to what we should buy? (Receives suggestions from most vocal, others are silent). (Glances down at papers of silent students to make sure that some choices do not occur) (Follow through on treat and then ask the students who were silent why they did not voice their choices.) (It doesn't matter - cop-out) Point out similarity in yesterday's lesson. Reinforce those characteristically silent who did speak up.)

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BALLOONS & LOLLIPOPS

OBJECTIVE #21: To learn that if you do not make your own choice, then you will probably be left with something you do not prefer.

MATERIALS: Six or more ballons of different color or shape, blown up; A box of small lollipops, perhaps enough to distribute to all children in the class.

PROCEDURE:

The teacher should select six or more children, depending on the number of balloons she has prepared, one for each child selected, for the initial experience of the activity.

The teacher might then announce that she has chosen these children for a special kind of game, really an experiment. She may then have the children selected step to the front of the class, though, in this case, it may be better to have them remain in their seats, for reasons which will become obvious.

(It is important for the activity that one of the selected children is a child who, the teacher knows from experience, has difficulty making decisions. If there is no such child in the class, the teacher will have the opportunity to create the illusion that this particular child does in fact have difficulty in the area of decision-making.)

The children selected, the teacher may then exhibit the balloons which have been blown up, then call on the child she thinks will have a problem with choice, to choose the balloon he or she likes best. (It is necessary for the activity that the child make no immediate choice and the teacher must give the child perhaps no time at all to make his or her selction, saying something like, "Your time is up. Perhaps we'll get back to you." If the child is quicker than the teacher expected, then she will need to employ this procedure with the second or third child.)

The teacher will then call on the remaining selected children to choose the balloon he or she wants. The speed with which the teacher has acted with the

"undecided" child and the doubt invovled in the "Perhaps we'll get back to you", should guarantee that the remaining choices for the remaining balloons will come quickly. This will be true for even the child who must choose from the remaining two balloons.

There is one balloon left ant the teacher will now turn to the child who was "undecided" and say, "This is your balloon."

The child holding the balloon, the teacher might then ask, "Is this the balloon you would have chosen, if you had your pick in the beginning.?"

(The child may answer in the affirmative but he or she would have some difficulty convincing his or her classmates of the credibility of his or her response.)

The teacher might then elicit from the class that the "undecided" child had waited too long to come to a decision.

This conclusion might be followed by eliciting from the children stories about their own experiences, waiting too long to make a decision. (Stop the relating of each story before the child comes to the cost to him or her of indecision.)

Next, the teacher might elicit from the class that indecision in choosing limits the possiblities of choice, as with the balloons experiment (as with perhaps the stories of their own experiences.)

Allow the children to expand on this understanding, again with their own stories.

The teacher might then elicit from the class that the "undecided" child of the balloon experiment was really left with something which he or she did not actually prefer.

Again, elicit stories from the children to illustrate the point.

The teacher may then elicit irom the class the "objective" of this activity: if we do not make our own choice, then we are probably left with something we do not prefer.

(A bright class might suggest that there are other elements than preference which may go into the process of choosing, among them courtesy, generosity, etc. The teacher will not and cannot deny this, nor would she want to; but, she might

elicit from the class that while courtesy, generosity, etc., are certainly admirable qualities, it does not really alter the conclusion: that if we do not make our own choices, we will most likely end up with things, or even situations, we do not prefer.

The teacher might then, depending on how much time has already been consumed by the children's experiences with finding themselves with something they did not prefer because of their failures to choose, or choose quickly, introduce some familiar areas in which mush of the same has occurred.

"How many have been to a big Thanksgiving dinner, watched the carving of the turkey, then been asked whether they prefer the light meat or the dark meat?" "How many have been left with the dark meat, when they preferred the light, or the light when they preferred the dark?" "Why?"

Allow the children to tell their stories.

"How many have been asked what they prefer for dessert, which pie, apple, mince, pumpkin; or what flavor ice-cream, and said, 'It doesn't make any difference'?"

Again elicit from the children the results of their response, to reinforce the objective of the activity: no choice leads often to a choice which is not preferred.

Television programs, movies, Sunday outings, games the children play, all may be approached in a similar manner, eliciting from the children their different experiences and, again, a reiteration of the activity's objective.

For the 5th Grade, if it is sufficiently mature, and certainly for older grades, it should be profitable to explore the significance of the objective of this activity with relation to jobs, or careers. Since this exploartion and discussion will touch on the adults in the lives of the children, and most likely on the work of near relatives, even the parents, certain cautions on the part of the teacher will be necessary. It would be best to allow the children to do all the talking, and for the teacher, who knows her class best, when to cut this talking short.

The teacher might begin this area of the activity by asking, "How many people do you know who are very happy with their jobs, or their professions?"

Allow the children to elaborate on the examples they offer, encouraging them to tell the class why they think these people are happy with their work.

Then the teacher might ask, "How many people do you know who are not happy with their jobs?"

Again, the teacher might ask the children to elaborate on the examples they offer, but limit the time for their responses.

The teacher might then take one of these examples, one which could best exemplify the objective of this session, and ask, "Did this person have a choice?" "Could he or she have chosen some other kind of job or profession?"

This may be too difficult a question for 5th Graders but the teacher might help by suggesting that the class consider some abstract person, someone not related to the person of whom one of the children has spoken.

"Is it possible that this person had no choice at all? His father had a butcher shop and wanted his son to work with him; or he needed to get a job in a hurry to help bring home the groceries?"

The children might very well respond here with stories of a similar nature.

"But suppose this person had a good education, was a good mechanic, or good at anything else, but couldn't make up his mind about the work he would like to do. We learned something with our balloon expeiment, and all your stories. What was that?"

Elicit from the children the objective of this activity.

Then ask for the relationship between the balloon and other stories and this person who could not make up his mind about a job or profession.

Elicit from the class the desired response: if we do not make our own choice, most likely we will be left with something we do not prefer, balloon, turkey meat, dessert, and even job.

The objective repeated, the teacher may produce her box of lollipops and ask

the class whether it is ready to make its choice.

(There should be enough lollipops for everyone, even the last child, to make his choice.)

Call up the children, one by one, to pick the lollipop he prefers, repeating, if the teacher wishes, the objective the class has just learned.

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WAITING

OBJECTIVE #23: To learn that waiting is sometimes involved in obtaining many things we like.

MATERIALS: A sheet of cartoons or drawings, with space under each cartoon or drawing, a space which will allow the children to make a notation (short).

THE CARTOONS:

1. An ice-cream cone
2. A piece of pizza pie
3. Ice-skates
4. A hot-dog
5. A turkey dinner
6. A bicycle
7. A package od chewing gum
8. A team-sweater
9. A trip to Disney Land (or World)
10. A wrist watch
11. A yo-yo

(The cartoons may be arranged in columns of three, allowing for one blank space which may be utilized at the end of the activity.)

(Since the activity deals with things children want, the teacher may have substituted for any one or any number of the cartoons, a cartoon or drawing more suitable to the character of her class.)

PROCEDURE:

The teacher will distribute the sheets of drawings or cartoons to the children, announcing that the class is going to take a kind of poll.

The teacher will then ask the class for a reading of each cartoon just to assure that the children understand the intention of each.

Using the blackboard to illustrate, the teacher will then announce that the class is going to vote on each of the pictures on their desks. They are going to use three numbers: 1, 2 and 3. They will write one of those numbers, 1, 2 or 3, under each cartoon, in the space alloted for the writing. Now, the teacher will explain, each number, 1, 2 or 3, will tell us just how long you are willing to wait to get each thing drawn in the cartoons in front of us. The number 1, if that is the number you will write, will tell us that you are willing to wait not at all, or no more than half an hour for the item drawn in the cartoon. If you write the number 2 under the drawing, it will tell us that you are willing to wait as long as a week to get what is drawn in the cartoon. If you write the number 3, then you will be telling us that you are willing to wait a long time, perhaps two or three months, perhaps six months, to get what is drawn in the cartoon.

It might be best for the teacher to repeat the instructions, illustrating just what she expects the children to do. She might use a pencil (drawing a pencil on the board perhaps) and have the children respond with the number 1; write the number 1, and announce, at the same time, that the number 1 indicates that the class is not interested in waiting at all for the pencil. She might follow this example, similarly, with something somewhat more desirable, perhaps an inexpensive game, to illustrate the something for which the children might be willing to wait a week or so (Number 2). Finally, she might write out the word, or make a drawing on the board, of something for which the children would be willing to wait a long time; have the children say that they would be willing to wait a long time, if they knew after that long time, they would receive the plaything.

With the children certain of the task before them, all their questions answered, the teacher, repeating the instructions once more, will ask the class to get down to its voting. (It might be a good idea for the teacher to move about the class to see whether all the children are performing as desired.)

The balloting done, the teacher, with the aid of the children if possible, will then begin to do the tallying. She might prepare three columns on the blackboard, numbering them 1, 2 and 3. In each appropriate column, as the results of the children's voting is announced, she might have a child write the particular item upon which the vote was taken. (In the case of younger children, she will probably need to do the writing herself.)

The first question the teacher will ask is, "How many wrote the number 1 under the ice-cream cone (the first picture in the upper left-hand corner)?" She will make her count, then ask, "How many wrote the number 2?" Then, "How many wrote the number 3?"

"The majority," she will then announce, "voted number one," and she will call on a child to write "ice-cream cone" on the blackboard, in the column marked "Column 1."

She will repeat this process with all 11 cartoons.

With the tally completed, the teacher might then elicit from the class that the items in Column 1 are things which they like, but not so much that they would be willing to wait around for, for any length of time; they are things to which they attach neither great value nor importance.

The teacher might then move to Column 2, have the class read the list, then elicit from the children that they like the itemized things somewhat more than those in Column 1, and would be willing to wait a few days to get them. The teacher might also elicit from the class that the items in Column 2 are somewhat more tasty, more desirable, and more difficult to procure than those in Column 2. (The teacher might have the children stress the fact that the Column 2 articles are more difficult to procure than those in Column 1.)

Finally, in evaluating the tally, the teacher will have the children read the list in Column 3. She might elicit from the class that these items are the most difficult to attain, and that they are certainly more important than those in either of the other two columns. She might also elicit from the class the different lengths of time the children would be willing to wait, assured that they were to receive at some time the articles listed in Column 3.

The teacher might then elicit form the children how they would feel, waiting to receive these items, taking perhaps one of the items at a time. She might then call on the children to evaluate that waiting time.

Next, she might ask the class for stories in their own experience, in which waiting has been necessary to obtain the things they wanted, and again to evaluate that waiting period.

Finally, for the final note in this section of the activity, the teacher might elicit the objective of the session: sometimes we have to wait to obtain the things we want.

The teacher might ask how many have learned this objective from past experience. (This will be a reiteration, since they may already have told their own stories to illustrate the point; but it is worth repeating.)

The teacher might then ask how many have learned this objective today? (Really a rhetorical question to emphasize the objective of the activity.)

The teacher might then ask the children whether there are any days in the calendar in which some of their waiting for things they want come to a happy end.

The teacher may then indulge the class in stories of their waiting for birthdays and Christmas..

Are there some things we can't touch or hold that we wait for, sometimes impatiently, the teacher might then ask, and elicit from the class stories of its expectations of holidays (both religious and laic) and the realizations of those expectations.

Before going into this final exercise, the teacher might explore the relationships of jobs and careers to the objective of this activity.

The teacher might begin this section of the session on this activity by asking, directly, "Does waiting ever have anything to do with the jobs we would like to have?"

If the answers do not come quickly enough, the teacher might ask, "How many are old enough to take on a paper route? How many are old enough to be a carpenter's helper, a plumber's helper, an electrician?" These questions should help elicit from the class that there are few jobs for which they qualify at this time, if only because of their age.

"Well," the teacher may continue, "suppose you are older, can you work as a carpenter, electrician, etc., any time you want to?"

This question, with the teacher's aid, should elicit the response that a certain amount of training is necesssry to work at these trades.

Training, the teacher may elicit from the class, takes time, apprenticeship, waiting. She may also elicit from the class that the waiting period (in training) makes the jobs wished attainable.

This line of questioning and discussion may include some of the more familiar professions: professional sports, dentistry, medicine, engineering, depending on the teacher's judgment of the maturity of the class. At the end of which, she may elicit from the class once more that we must learn that waiting is sometimes involved in obtaining many things, and many important things, we wish to obtain.

The students can be given the opportunity to fill the empty blank on the page cartoons.

FIFTH GRADE

THE MONKEY

OBJECTIVES:

25. To learn that there is usually more than one way (many ways) to obtain what I want.

26. To learn that more alternative ways of getting what I want increases my chances of getting it.

28. To learn to find out about each possible method (alternative) for getting what I want.
e.g., What I must do in each case, what would happen as a result of each choice (consequences).

29. To learn to weigh pros and cons before choosing one.

DIRECTIONS

Objective 26

Show cartoon to class. A puppet show of this episode would be extremely effective. 1st grade will need some explanation but some students in 5th grade should be able to explain it to the others.

A psychologist (scientist) is standing in a test room with a pencil and pad to record an experiment he is conducting with a chimpanzee. There is a banana hanging from the ceiling out of reach of the chimp, but there are boxes, sticks and ropes lying on the floor with which the chimp could reach the banana. The scientist wants to see how the chimp goes about trying to get the banana. The chimp solved the problem by climbing on the scientist shoulders and grabbing the banana.

ASK: What did the scientist expect?
What went wrong with the scientist's experiment?

ELICIT: He hadn't thought of all the possible ways the chimp could get the banana.

ASK: What could you learn from the chimp in this experiment?

ELICIT: Usually many ways of getting what we want.

Ask, "Sometimes you've had to stop and figure out other ways of getting what you wanted when one way didn't work. Tell us about some that worked and some where you couldn't figure out a way of getting what you wanted."

Have another class member think of alternate ways to achieve a goal where the student had explained that he was unable to figure out a way to get what he wanted. Try to draw "examples" from as many areas as possible - home, play, school, world of work, etc., to enhance generalization. Finally, elicit objective 1 as a summary.

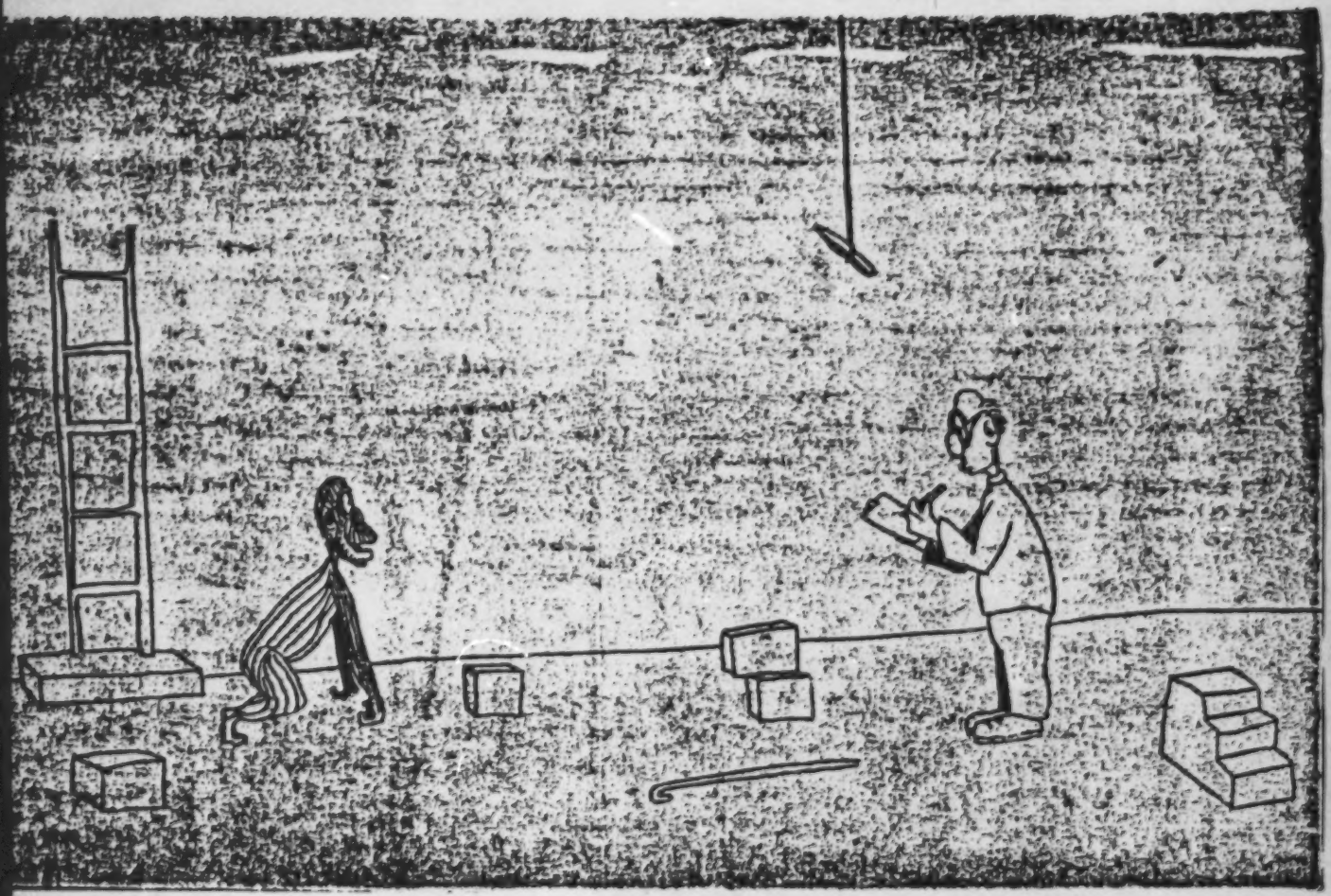
Two different games will be used as the vehicles to teach the remaining listed objectives as well as to reinforce #1. The first game can be played as designed with the pieces and board provided commerically, utilizing the blackboard or utilizing the students as the pieces with the floor as the playing field. The latter method is recommended since student participatin and movement would greatly enhance motivation and learning. However, for the sake of explanation, the chalkboard will be utilized. The dots (holes

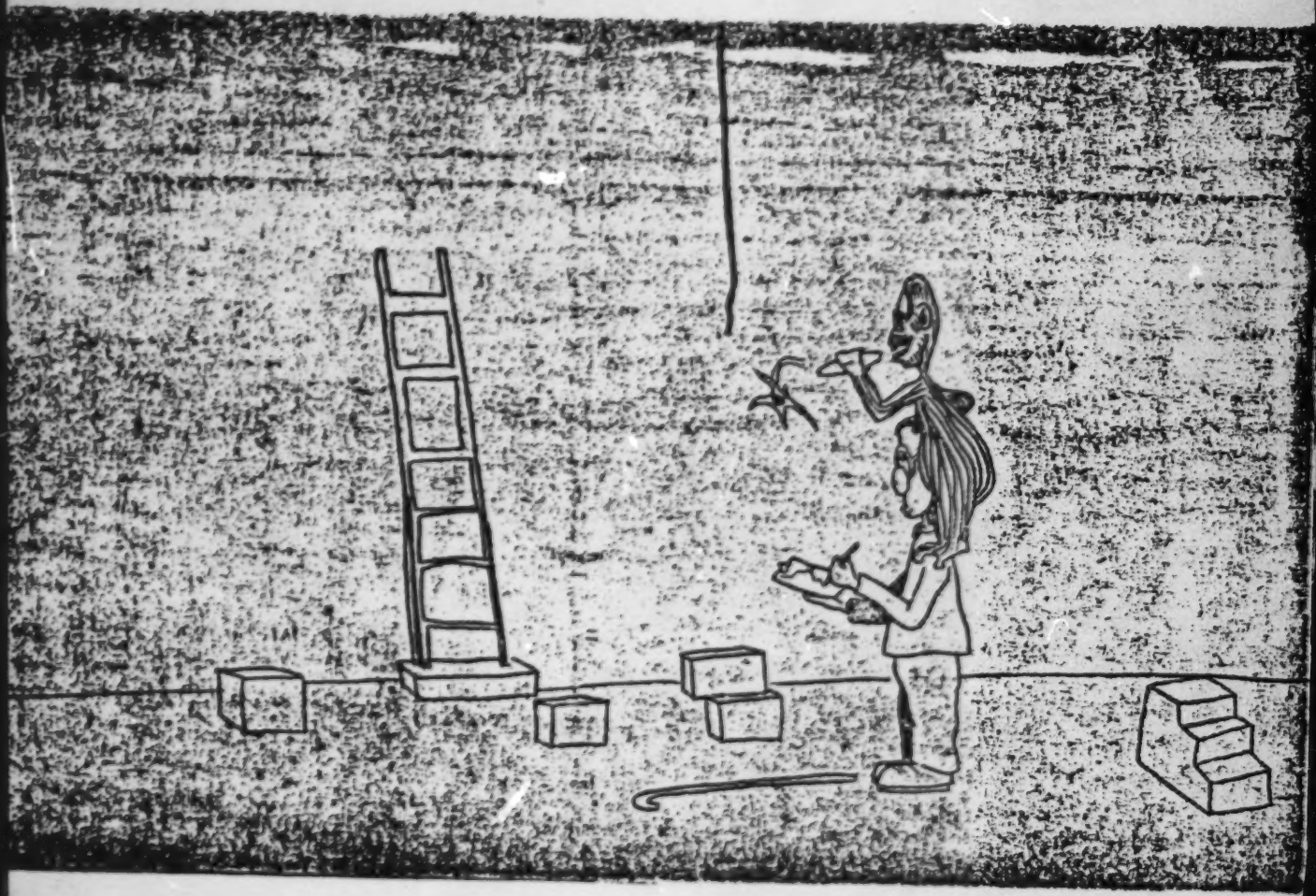
in the stencil) can be transferred to the blackboard by hanging the stencil against the board and patting the stencil with a chalky eraser. The resulting grid is the playing field for the game. To commence play, each pair of opposite sides is identified by color. These will be the goals of the team named by the corresponding color.

The class is then broken up into a "red" team and "green" team. The colors are irrelevant and need only be dictated by the availability of colored chalk.

The game is played by having each team take a turn at connecting any two consecutive dots anywhere on the board. A chain is formed by sequentially adding segments from dot to dot at each turn. One team cannot build on the others chain. The object of the game is to be the first to form an unbroken chain between your designated goals. Each team may use its turn to block its oponents advance by connecting two dots in front of the chain. In so doing, however, (in most cases) it forfeits the team ability to advance for that move. The game thus consists of attempting to advance while blocking the opponents advance. Winning rests on the ability to think of alternate routes and their consequences (opponents possible moves). This game is especially useful in demonstrating alternate routes and consequences since the possible moves are relatively few in number, chess and checkers, on the other hand, permit an enormous number of possible moves and consequences. In short, the game is a good one for teaching elementary decision making.

In utilizing the game in play, the teacher can give points to each individual on a team for writing, down alternatives and consequences and making a decision on that basis or giving team points based on a discussion among team members with the same process of writing alternates and consequences. The latter method can also be useful for teaching communication and general group problem solving skills including decision making. Another method would utilize a "review" group to watch both teams and question them about each move when the game is over. The teacher may point out how poorly thought out moves or unthinking moves eases the way for opposing team. After eliciting the objectives and practicing a number of times can give examples of simple decision making in other areas and reinforce the performance of the objectives throughout the school day.





LAGUARDIA COMMUNITY COLLEGE
CAREER EDUCATION PROJECT K-14

WORKING

OBJECTIVE #32: To learn that we like to work (as well as play) and to learn why there are kinds of work we especially like to do.

MATERIALS: Microscope, stethescope, T-square, hammer, saw, drill, policeman'a badge, fire helmet, model ship, model auto, model plane; pictures of work activities, such as oil-drilling, ranching, farm work, bridge-building, etc.

PROCEDURE:

The teacher will show the class the stethescope, ask the class to identify it. The children will want to handle the instrument, play doctor and listen to the heart-beats of their classmates; and, within reason, the children might be permitted the exercise.

The children may be asked, then, about the work of the doctor, the importance of that work, and expecially the hours the doctor puts into his work. Follow this with a question on how much time the doctor has for "play". And the answer to this question should be followed by questions on the number of hours the children play, compared with the hours they work.

Ask whether time spent in school should be considered time at work, and why. Similarly, "Is homework work?" and "Is building a model plane work?" and "Why?" Follow this with: "How many do other kinds of work?" Some will do housework, some will have little jobs after school. Elicit from the class that while some of this work may be tedious, it is necessary as a social function (to pitch in with the home chores, to help mother, etc.) Elicit, too, from the class that some of these jobs provide the money with which to buy things the children want to have, the money coming by way of allowance or straight pay. Elicit from the class, too, that some of the children like the jobs they have, and why. (Some may be running errands for a drugstore and have dreams of becoming a druggist. Others may deem housework as practice for when they have their own houses. Some may work with their fathers and think of themselves as future carpenters, plumbers, etc.)

This discussion leads naturally into the question: "What kind of work would you like to do when you are adults?"

The response to this query on the part of 5th Graders is not likely to be surprising. Girls will want to be nurses and teachers; boys will want to be pilots, ball-players and private eyes. Nevertheless, there will be some who will produce a less stereotyped ambition. Have these more imaginative children tell why they like the type of work they have chosen. (There will be negative reactions to every choice of the class and while the negative should not be stifled, every effort should be made to emphasize the positive elements in any kind of work.)

Have the rest of the class talk about its choice of job or career, again attempting to explain the positive elements in the choice.

Produce, in turn, the microscope, T-square, hammer, saw, drill, policeman's badge, model plane, etc. In turn, have the children identify the object and the kind of work associated with the object.

With each object, have the children tell what they know about the various jobs and careers associated with each object. The microscope may suggest medical research, biological research. It might also suggest the telescope, astronomy, space flights and study. The T-square may suggest architecture, the building of apartment houses, office structures, tunnels and bridges. The tools might suggest carpentry, plumbing, electrical installations (work the fathers of the children may well Be doing.) Etc. Etc.

And with each object, the children may be encouraged to talk about the meaning of the jobs and careers from a purely personal viewpoint (status, comfort, security) as well as the general significance to society of such jobs and careers.

If there is time, this procedure may be continued with the exhibition of such pictures as are on hand of such work as oil-drilling, ranching, mining, ship-building, etc.

This is a long way from the stethescope, to which the teacher must return to have the children formulate the objective of the lesson.

The teacher might say, "There are all sorts of jobs and careers, interesting and profitable jobs and careers, in your (the class's) future. Does this mean that you'll have no time for play?"

It is more or less a rhetorical question, allowing the teacher to return to the doctor, to ask why a man or woman should choose such a demanding profession.

The answers will vary but certainly one of the children will say, "He likes it."

This is the answer the teacher wants.

Again, a rhetorical question: "People do like to work?" For fuller responses, then, "Why do you like to work?" (The children may not have said precisely that they like to work, but this "liking" has become implicit in the discussion.) As the children answer, remind them that schoolwork, homework and housework are to be considered as much work as any other job might demand; it will help their response to the question: "Why do you like work?" (Again, permit the negative attitude but emphasize the positive approaches.)

Finally, the teacher might suggest a composition: "I Work and Play." She might also suggest, as sort of a hobby, that some children might find it interesting to start a scrap-book on the jobs or careers they think they would enjoy.

NOTE: The materials and procedure for this lesson might very well prove profitable with students in the upper grades. There, of course, because the young people have had much more actual work experience, the discussion would be conducted on a much more specific level. While such a discussion will not lead very likely to fixed job and career ambitions, it should help clarify some of the thinking of the students in the various job and career areas.